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ABSTRACT

This series of booklets, each one focusing on a different topic, is intended for parents and children to read together as they listen to the companion audiotape that accompanies each booklet. Each booklet answers practical questions from parents, describes activities that can be undertaken at home, notes some books for parents and children, and contains three read-along stories, as well as numerous cartoon-like illustrations. The eight booklets in volume 3 (the final volume of the series) are on the following topics: (1) Enjoying Art All Around Us; (2) Making Writing Meaningful; (3) Speaking and Listening; (4) Improving Your Child's Memory; (5) Teamwork Learning; (6) Expanding Your Child's Vocabulary; (7) Learning about the Lives of Famous People; and (8) Special Needs of Special Children. (NKA)

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PARENTS AND CHILDREN TOGETHER

Volume 3, Numbers 1-8

July 1992 - February 1993

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July 1992

Parents and Children Together

Enjoying Art All around Us

SAY, NOT BAD!
Pam

Read-along Stories:

Giraffe's Climbing Button
Not the Least Bit Silly
Tale of the Two-Toed Pigeon

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This booklet has a companion audio tape on "Enjoying Art All around Us." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.

THINKING MAN'S GUIDE to ART

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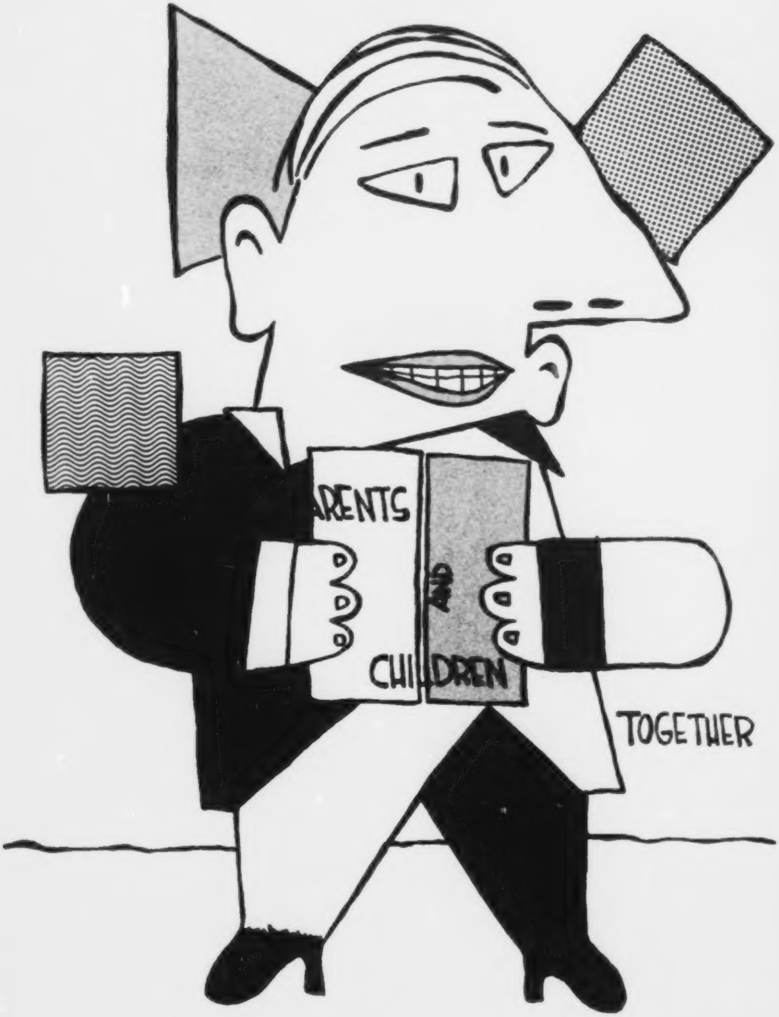
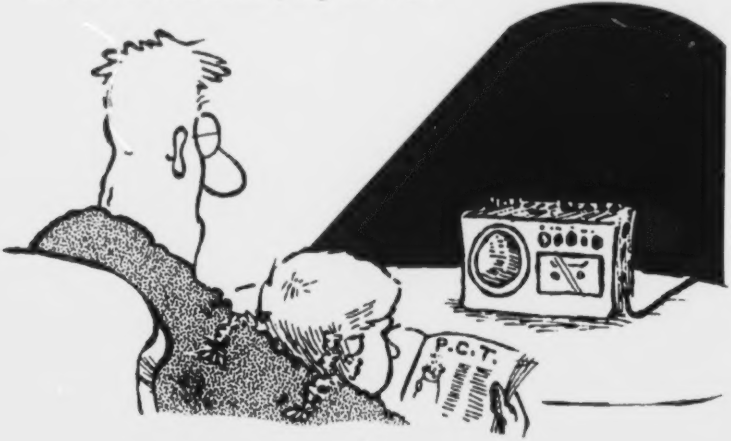

ARENTS
AND
CHILDREN
TOGETHER

Getting Started

Welcome to this issue of *Parents and Children Together.* We see art all around us, in many different forms and styles. In this issue, we highlight how you can share art with your children.

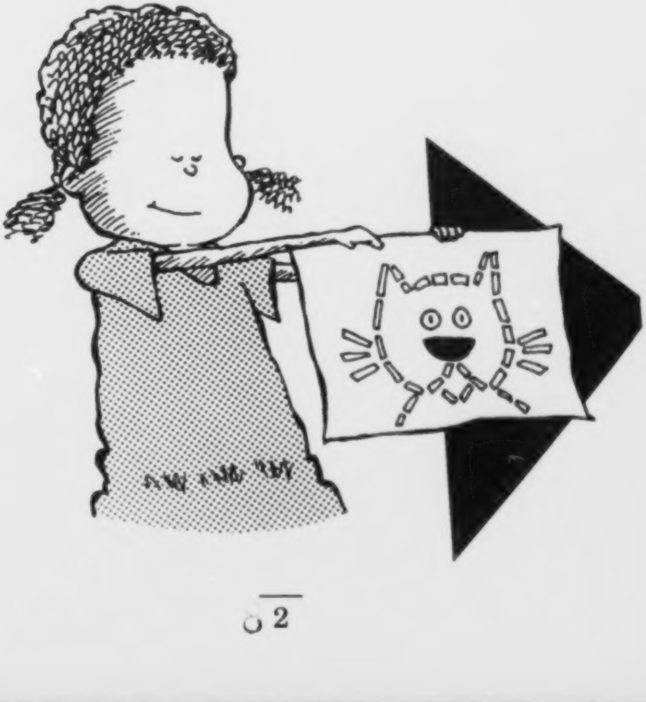
On side B of the audio tape (and in the second half of the booklet) we have three read-along stories. We encourage you to listen to these stories and to read them with your children, so that they may participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.



Art for Everyone

Have you noticed how often children today bring home drawings or craft projects from school? Teachers often ask children to express their feelings about a story by drawing a picture or by making a collage.

Have you noticed the art in children's books? What dramatic displays of color and imagination!



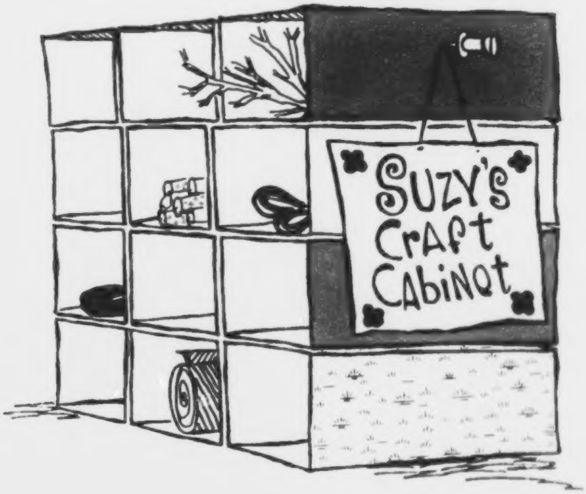
Have you noticed that even school textbooks look more like well-illustrated library books than like the grayish textbooks of the past? If you look at your children's reading textbooks, for example, you will probably find chapters on famous artists or famous museums with color photographs of their well-known paintings and sculptures.

These examples of illustrations in books, and the use of art as a means to respond to stories or to science lessons, show the value we place on visual images. Works of beauty and imagination can uplift us, excite us, give us joy, and tell us important things about our humanity.

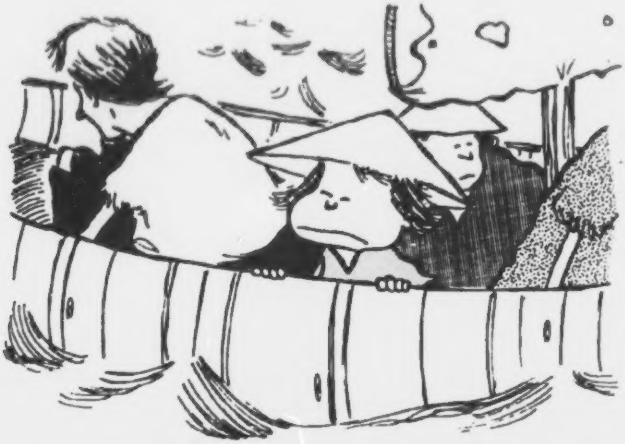
We all know that children love to express themselves through arts and crafts activities. With simple materials like crayons, paper, yarn, and glue, young children will create their impression of the warmth of sunshine or the feeling of raindrops on their heads.

By encouraging our children to describe and interpret their art work for us, we give them an opportunity to tell us about their feelings, about their humanity.

One of the ways that you can stimulate your child's interest in art is to make him or her a craft cabinet out of four or five shoe boxes that are pasted together like a mini-display case. Each compartment can hold separate materials—pieces of cloth, crayons, bits of styrofoam, leaves and twigs, colored paper, and so on. In this craft cabinet your child can store the small treasures that can be used to create impressions or to tell stories. After reading a book together, for instance, you might ask your child to make a picture that describes his feelings about the story.



Older children, too, may want to use art as a way to respond to the books they read. One of my daughters, while in middle school, drew a watercolor of a sad-faced Vietnamese girl. This was her response to a story about boat people who braved the dangers of the sea in order to find a better life. I framed that picture and hung it on my wall. It is still there many years after it was first drawn because it shows my daughter's concern for other people.

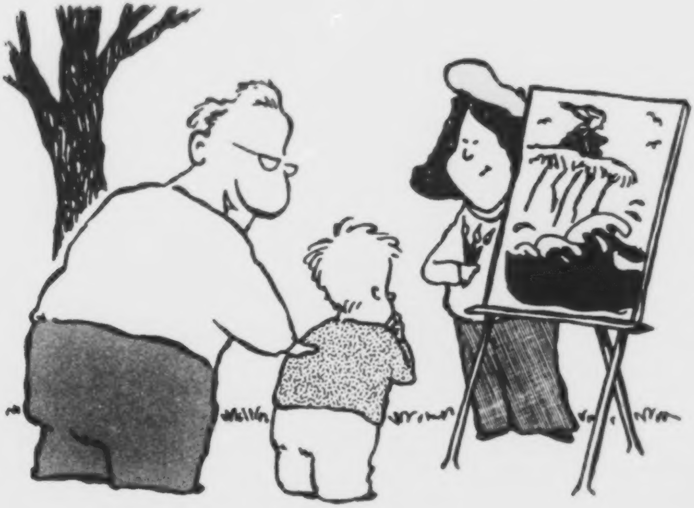


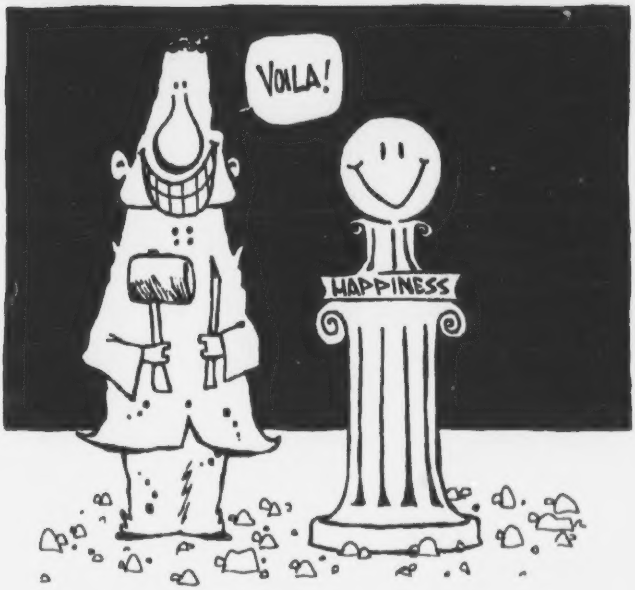
Displaying your child's drawings, paintings, and sculpture is a way of encouraging his creativity and of showing your pleasure with these artistic forms of expression. Many parents use the refrigerator as a bulletin board for their children's art. You may want to use your child's art as a kind of postcard to grandparents or other relatives. Just as words can communicate and can indicate child development, so can art.

Trees and Museums

We don't want to give the impression that the only way to participate in art is to draw or to sculpt something. When you and your child take a walk, notice variations in colors, feel the bark of trees to sense their texture, admire the shape of a building, or feel the serenity of water in a pond, you are sensing art. Your child will grow artistically from those experiences.

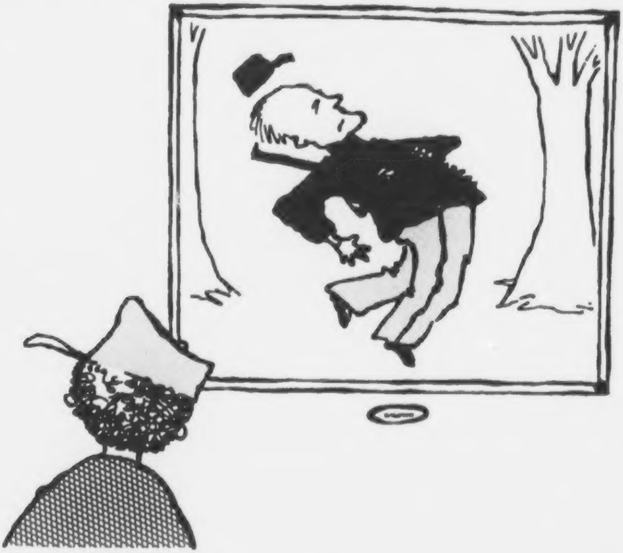
When you visit art fairs or museums and comment briefly on what you like and what you do not like, you are fostering appreciation for artistic expression. Children don't want lengthy lectures, just a brief comment on your preferences. These easy, natural steps into the world of art have the same effect that reading stories do. They build awareness and appreciation through exposure.





Artists express their ideas and their feelings through color and shape and texture. Their ideas and feelings may lift our spirits or may make us angry, just as words in a book may do. We praise or reject ideas in books, and we do the same thing with works of art. In fact, that's a valuable lesson for our children to learn—that art can stimulate critical thinking. Our thoughts about art usually begin with an overall reaction, for example, "I really like that painting," or "I wouldn't want that thing in my house." Then we start to figure out why we like or dislike it so much. By analyzing our reactions out loud, we show our children that it's okay to think differently about art depending on the criteria that we apply.

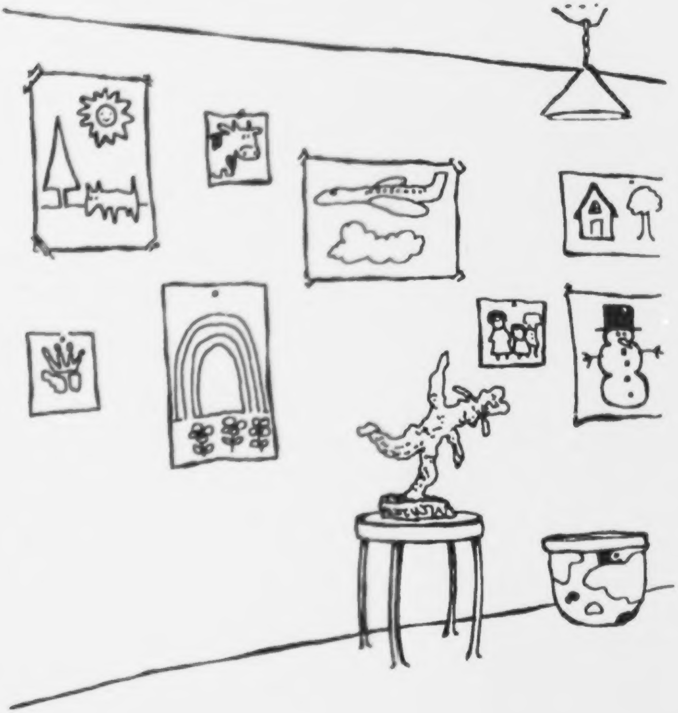
Your children's school fosters art appreciation through stories and illustrations in textbooks and through museum visits and discussions about various kinds of art. Almost all reading textbooks for elementary school children have stories about artists and their work. Full-color illustrations of famous paintings or sculptures accompany these stories. Similarly, many library books offer the same broad opportunities for children to see and to discuss art and artists. Through books, through visits to museums, and by looking at the art that people display in their homes and in their businesses, your children can decide gradually what they like and why. They can decide whether they want art to brighten and beautify their lives or to jar them into thinking seriously about life—or both.



What Parents Can Do

When you hang a picture of Mickey Mouse in your child's bedroom, you are starting your child's art education. That picture says that art brightens our lives and reminds us to smile, even when it's raining. When you hang a mobile over your child's crib, you are doing more than giving her something to watch as it moves and swings in the air. You are enabling her to understand that art may be three dimensional. When you display a photograph on your table, you inform your child that art can also show real people and events. That doesn't mean that every photograph is artistic, but the presence of photographs along with other kinds of illustrations and figurines sends a message to your child—various kinds of art fill our lives. If your children produce something that you feel deserves special recognition, frame it. Then it takes its place beside other pictures that you have framed and displayed.

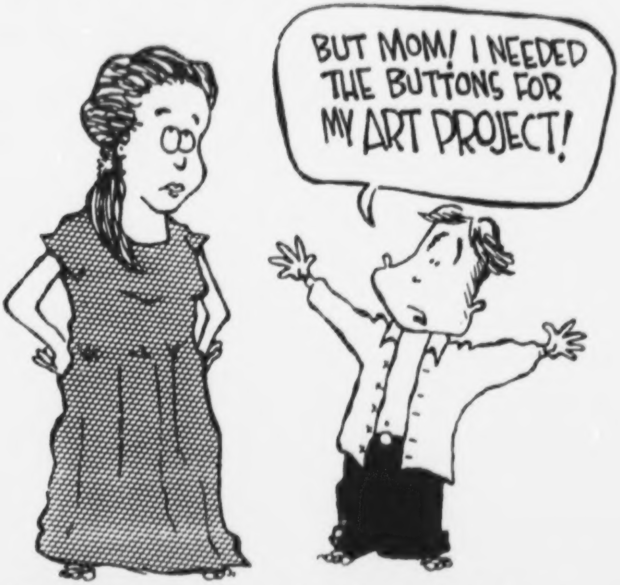
In our house, we have a gallery of our children's art. The hallway to the bedrooms displays the special pieces that each of our four children have produced. Some are drawings, some are collages, some are poems that are illustrated with snapshots of members of our family. Each in its own way represents the talents of its creator and indicates the strong feelings that went into its creation. Not that these pieces have great value outside our family; rather, they make a statement that says we value the imaginative work of the people who live in this house.



Here are a few things that you may want to try to develop your children's appreciation of art:

THIS IS GREAT!!!

- Show your own enthusiasm for art and encourage your children to catch your excitement.
- Take a walk in your neighborhood and look at building design. Talk about the shapes used, location and size of windows and doors, and decorative elements in the structure. Imagine how the building would look if you changed one design element. Talk about how the design relates to the building's function.


BUT MOM! I NEEDED THE BUTTONS FOR MY ART PROJECT!

- Provide materials and a place where your children can explore different kinds of art. Use an old table with a drawer—or that cabinet made of shoe boxes—for crayons, paint, paper, buttons, yarn, and other materials that can serve young artists.
- Praise your children's efforts. Try asking your children to tell you about what they have made. Children may have a story to tell about their creations. By listening to their explanations, you will know what to praise in their work.
- When you visit craft shows or museums, grab your children's attention by saying they will see old jewelry, or good luck charms, or art that was buried with a mummy.

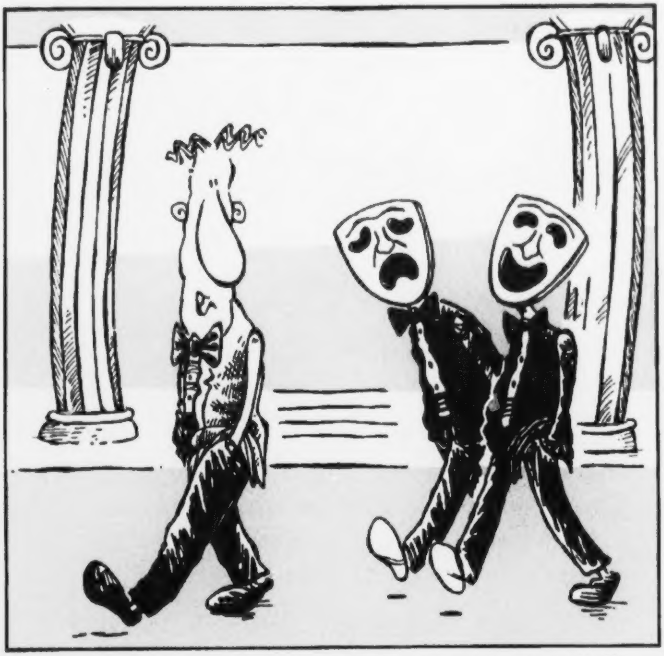
- Get a variety of picture books from the library or your bookstore, and talk about the styles of art, the colors used, and how the illustrations affect your impression of the story being told.
- See if your child wants to write and illustrate a story—perhaps a fictional story or an account of some event in your child's life. Glue or sew the pages together, and your child is an author!

The Adventures of Barney Bat!
by Alesha DuBois

- Use building blocks or graph paper as a way of planning a home and the various rooms in it. This is a way for children to build their own castles.
- Photography is an exciting way for most children to express themselves. This hobby isn't that expensive any more since you can buy disposable or plastic cameras at your local discount stores. Encourage experimentation by using different angles and playing with lights and shadows. Books on photography will help children think of ways of creating special photo albums or displays.

A Final Word on Art

We as parents can have an important influence on the way our children appreciate and create art. Through art we can express our perceptions of the world—its sorrows and its joys.



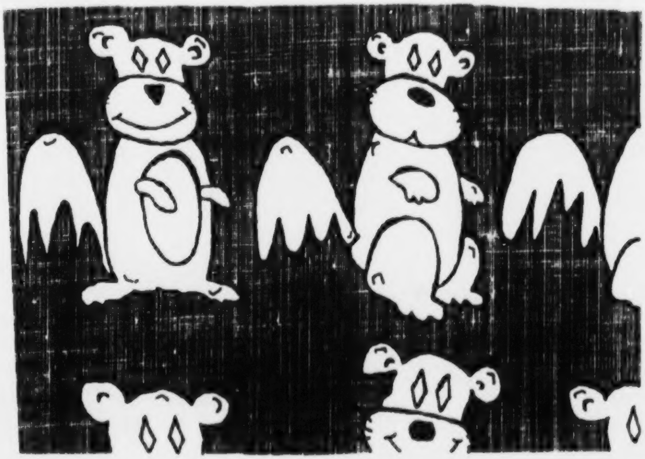
"SO WHAT DID YOU GUYS THINK OF THE PLAY?"

Art helps each of us learn about life and about our own feelings. You can work with other parents to improve the role of art education in your children's school, and you can certainly make your home a place that reminds your children that art stimulates their thinking and improves their lives.

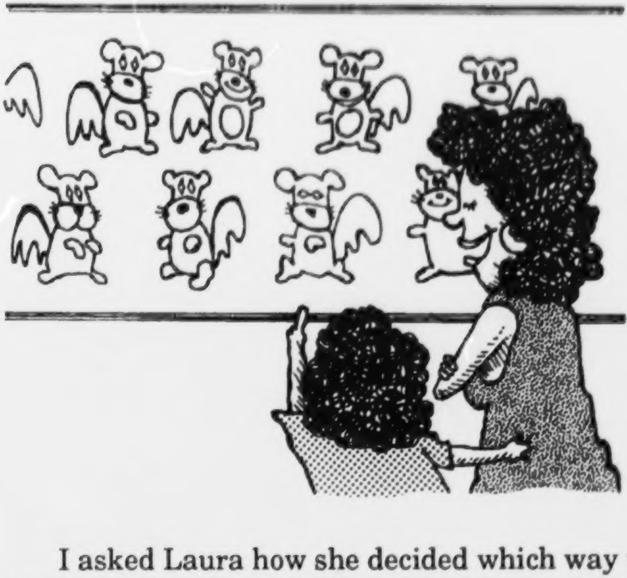
Making Art Fun for Your Child

Lou Hamilton, who has a seven-year-old daughter, shares ways she has made art fun for her child.

Before we left for open house at her school, Laura told me to look at the decorations the students had made for their classroom. She wanted me to be sure to find hers. When I walked into the kindergarten room, fifty gray squirrels made from construction paper and stapled to a display board were staring at me.



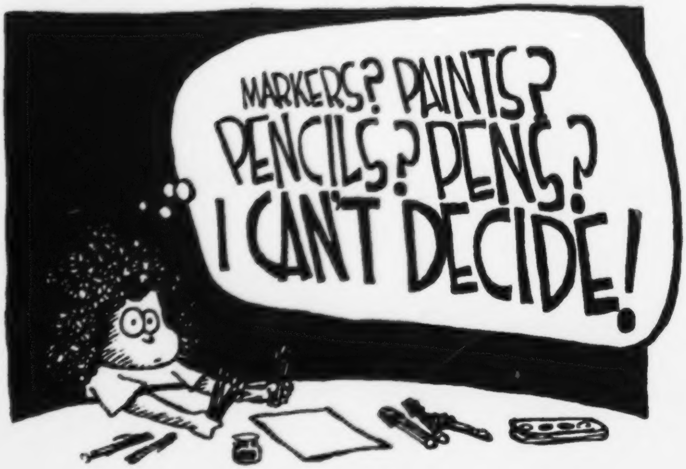
As I looked at them, I wondered to myself, how am I ever going to find Laura's? Several were drawn and colored better than others and I felt sure that one of these was hers, but basically they all looked alike at first glance. When I got a little closer, one particular squirrel seemed to jump off the board at me and say, "I am Laura's." How did I recognize her squirrel? All of the squirrels had diamond shaped eyes that were glued on vertically, except one. This one squirrel, stapled in the midst of dozens of others, had eyes that were glued on sideways.



I asked Laura how she decided which way to put on her squirrel's eyes. She casually responded, "I glued mine on this way because in real life squirrels' eyes don't work that way. I want mine to look like a real squirrel."

Now Laura is not a child prodigy, but she is open to experimenting with different media and techniques. With art, she is confident in her ability to express herself and her interpretations. I am not grooming Laura to be an artist and do not send her to art camp. I am simply trying to support and encourage her to enjoy and appreciate art. Let me share a few of the things we do in our home to make art a fun experience.

Laura has been drawing ever since she could hold a crayon. She didn't have the habit of putting things in her mouth, so she started scribbling at a young age. I am not an artist, and did not make Laura draw or color. She just really enjoyed it. At first she used only crayons, but as she grew I tried to have other media for her to draw with, including colored pencils, markers, pens, and paints so she could experiment and decide which ones she liked the best.


MARKERS? PAINTS?
PENCILS? PENS?
I CAN'T DECIDE!

We display Laura's pictures and other objects she has made in our apartment to show her that her work is appreciated and to give her a sense of pride in her accomplishments.

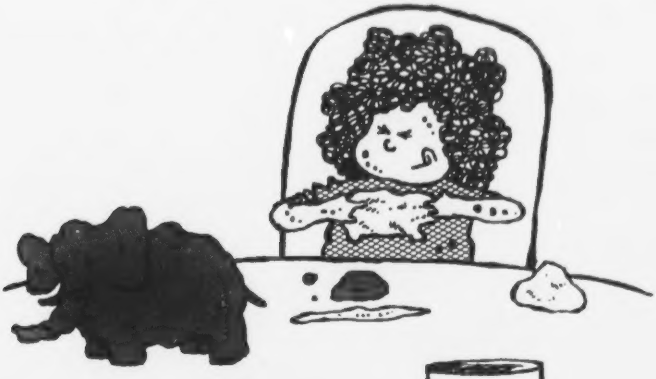
Happy Mom's Day !!!

To add a special touch to our gift giving, Laura decorates white tissue paper for wrapping presents. She also creates greeting cards out of folded construction paper. Our family and friends seem to appreciate these more than the gifts.

Laura has enjoyed being read to since she was a baby. When she was about four years old I started telling her the names of the authors and illustrators of whatever book we were reading. She learned to recognize her favorite artists, such as Tomie dePaola, Steven Kellogg, and Dr. Seuss, and before she could read, would select books at the library by finding familiar illustrators. This has enabled her to appreciate book illustrations as an art form, and she has sharpened her critical thinking skills by learning to discriminate between different artists' work.

We try to go to an art gallery or museum once or twice a year, and usually visit a couple of art fairs and festivals that feature art by local artists and school-age children. We enjoy the time we spend together, and Laura is exposed to many different kinds of art.

Laura also enjoys creating things out of playdough. I cover a table with a plastic table cloth and let her experiment and create. She experiments with mixing colors, making flat or three dimensional objects, and trying different shapes and designs. Frequently, she pretends to sculpt, make toys, bake, and do other things that her imagination generates.



We have a few books at home that present pictures of well-known art. Some of the vocabulary is too difficult for her right now, but occasionally Laura will get these books out and just look at the pictures and ask questions. These pictures have started conversations about food, clothing, weapons, God, nudity, myths, and royalty.

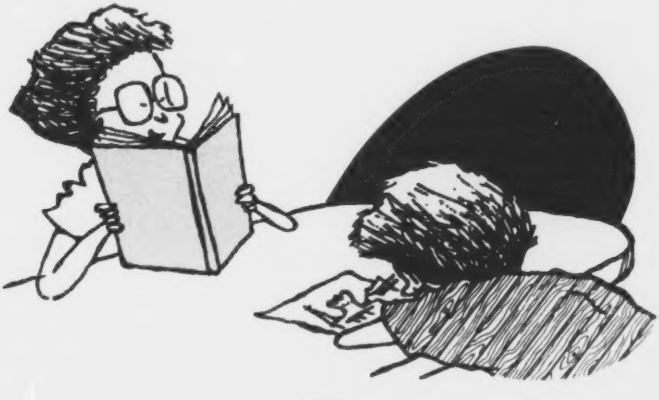
Together we have made art an enjoyable learning experience. I hope you can do the same with your child.

Activities for Fun and Learning

There are many ways to enjoy and share art with children. Select one of the following activities for you and your child to do together.

Read-and-sketch

- After reading a story, encourage your child to think about what he read and then draw a sketch of "what the selection meant to him, or what he made of the reading." Draw a sketch yourself, and then talk about why you both have different pictures or interpretations. Share with your child that drawing is a way to express his thoughts. Tell him there won't be a right or wrong sketch.



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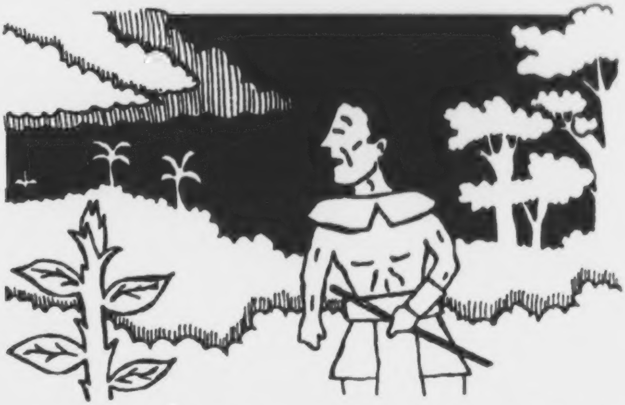
Get the Picture

- Gather several books that demonstrate different methods of illustration. Together, compare and contrast the media and technique used by various artists. Discuss the role illustrations play in telling the stories. Here are some examples you can use:

Manatee on Location, by Kathy Darling (Lothrop). Photographs by Tara Darling.

Rain Player, by David Wisniewski (Clarion). Cut-paper illustrations.



A Wave in Her Pocket: Stories from Trinidad, by Lynn Joseph (Clarion). Scratchboard illustrations by Brian Pinkney.

The Journey of Meng, by Doreen Rappaport (Dial). Watercolor illustrations by Yang Ming-Yi.

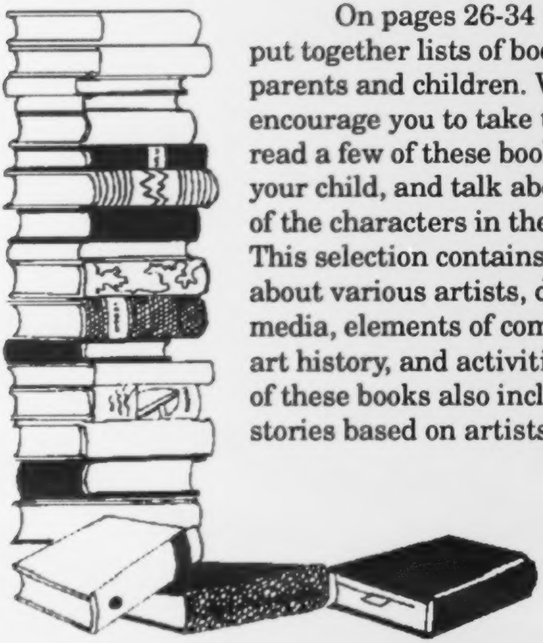
The Enchanted Wood, by Ruth Sanderson (Little, Brown). Illustrated with oil paintings.

GALLERY LEFT LANE
103X

Tour d'Art

- ❖ If you do not have a gallery in your local area, or if a particular museum you are interested in is too far away, find out what resources are available at your library. Most libraries have books and videos that present museums and art from around the world.

Books for Parents and Children



On pages 26-34 we have put together lists of books for parents and children. We encourage you to take time to read a few of these books with your child, and talk about some of the characters in the stories. This selection contains books about various artists, different media, elements of composition, art history, and activities. Some of these books also include stories based on artists' lives.

At the beginning of this issue, we mentioned that side B of the audio tape contains read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about them ahead of time.

Before reading the story, talk about the title or things that might happen in the story. Then, after the story is finished, talk about it again. By the way, if in the middle of the story something funny or interesting happens, it's O.K. to stop the tape and discuss the event, or ask your child questions such as "Where do giraffes live?" or "How do pigeons find their way back home?" These questions make your conversations about the story more meaningful and more valuable.

When you and your child are ready, turn the tape to side B and listen to the stories as you read along together, or you may wish to read the stories aloud while your child reads along in the booklet.

Books for Parents

Let's Learn about Arts and Crafts, by Gaye Ruschen. Presents art activities which enhance children's visual perception, vocabulary, listening skills, self-concept, and decision making abilities. Covers drawing, coloring, cutting, pasting, painting, and creating collages. Includes several reproducible patterns.

Mudworks: Creative Clay, Dough, and Modeling Experiences, by MaryAnn F. Kohl. Suggests over 100 art activities to promote children's creativity, motor development, and visual perception. Offers ideas to use with playdough, bread dough, papier-maché, edible art dough, modeling mixtures, and plaster of Paris.

A Viewer's Guide to Art: A Glossary of Gods, People, and Creatures, by Marvin S. Shaw and Richard Warren (John Muir Publications). This concise handbook identifies and describes mythological, religious, and historical figures, creatures, and symbols found in art. Serves as a source to enhance the art viewer's understanding and appreciation of art and artists.

Lerner's *The Key to Art* series:
The Key to Painting
The Key to Gothic Art
The Key to Renaissance Art
The Key to Baroque Art
The Key to Art from Romanticism to Impressionism
The Key to Modern Art of the Early 20th Century

Introduces the world of art in a brief, readable format. Includes full-color reproductions as well as information on both artists and artwork. This series gives an overview of the historical development of art from the Gothic period to the early 20th century.

Books for Parents and Children to Share

We divide our book selections into three age categories (4-6, 6-8, 8-10). Some children will be able to read several of the books by themselves, but other books might be too difficult. With your children, look through the books at a library, school, or bookstore and decide which ones they can read. The books that are too difficult remain possible choices since you can read them aloud to your children.

Ages 4-6

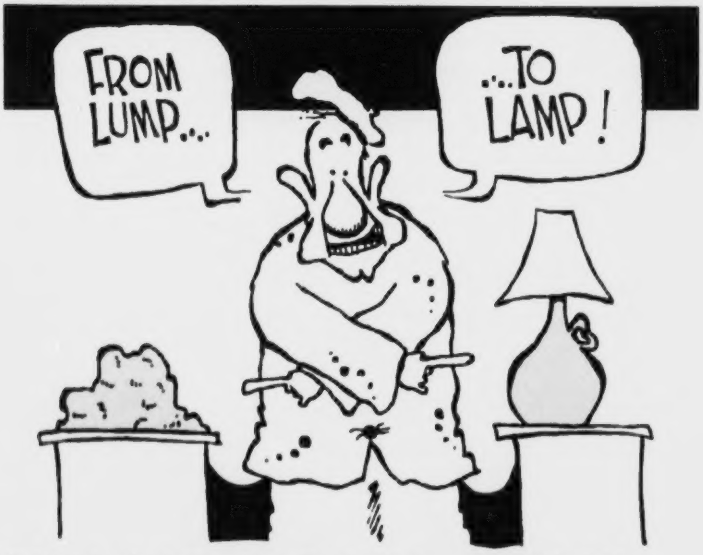
Babson's Bestiary, by Jane F. Babson (Winstead Press, Ltd.). Presents the alphabet through unique illustrations created using a variety of media and formats. Each page displays a letter, a creature whose name begins with that letter, and a rhyming verse about the creature. Enables kids to learn their alphabet and view different types of art at the same time.

Straight Is a Line: A Book about Lines, by Sharon Lerner (Lerner). Uses familiar objects to demonstrate different types of lines. Brief text and bold graphics illustrate lines that are straight, parallel, vertical, and horizontal, as well as lines that curve, arc, and zigzag. Children can match the lines shown with lines they see all around them.

I Want a Blue Banana! by Joyce and James Dunbar (Houghton Mifflin). Dan accompanies his mother to the grocery store, and while she is looking for her lost list in the produce section, he learns the names of several colors and fruits. Displays various colors found in nature through an amusing shopping adventure.

Rummage Sale: A Fun Book of Shapes and Colors, by Neil Morris (Carolrhoda). Katie is selling a variety of objects at her school's rummage sale. As customers come by Katie's table, readers can determine which item each person buys. Presents an opportunity for children to describe different shapes and colors they see on Katie's table.

A Potter, by Douglas Florian (Greenwillow). Large print, sparse text, and full-page pictures explain, step by step, how an artist creates a piece of pottery out of a lump of clay. Gives children an inside view of an artist at work.


FROM LUMP....
....TO LAMP!

Ed Emberley's Drawing Book: Make a World, by Ed Emberley (Little, Brown). Details step-by-step procedures for drawing a variety of objects, including: vehicles, animals, people, buildings, furniture, plants, and other miscellaneous items.

Ages 6-8

Gerald-Not-Practical, by Helena Clare Pittman (Carolrhoda). Gerald loves to draw, but his family wishes he would do something more practical. Gerald eventually teaches his family that drawing makes him happy, and shows them how important it is to do something you truly love, even if others don't think it is practical. Supports children who enjoy art more than other activities.

A Visit to the Art Galaxy, by Annie Reiner (Green Tiger Press). Peter and Bess are taken to an art museum by their mother. While peering into a painting, they mysteriously visit several artists including Matisse, Picasso, Rothko, and several others. Uses an intriguing narrative form to give children an introduction to modern and contemporary art.

Bonjour, Mr. Satie, by Tomie dePaola (Putnam). When Pablo and Henri present their new paintings at Gertrude's Salon, terrible arguments begin. Mr. Satie, a traveling cat, is chosen to judge whose paintings are the best. All of Paris waits as Mr. Satie makes his decision. Parents can use this book to introduce children to Pablo Picasso and Henri Matisse and compare their work.

Cherries and Cherry Pits, by Vera B. Williams (Mulberry). Bidemmi draws lots and lots of pictures, and with each picture she tells a story while she draws. Demonstrates the creative outlet art provides for children and the value of a good imagination.

Childrens Press publishes the *Getting to Know the World's Greatest Artists* series, written by Mike Venezia. Each book features an individual artist, including: Rembrandt, Picasso, Botticelli, Cassatt, Van Gogh, Goya, Hopper, and Monet. The author believes "if kids can look at art in a fun way, and think of artists as real people, the exciting world of art will be open to them for the rest of their lives."

The Art Lesson, by Tomie dePaola. The author shares his love of art by telling a story about his first-grade art class. He learns how to cooperate in class and still express his own individuality and creativity.

Ages 8-10

The Young Artist, by Thomas Locker (Dial). Full-page illustrations by the highly acclaimed artist Thomas Locker recount the story of a young artist, Adrian Van der Weld. Adrian faces the dilemma of painting the king's courtiers as they want to look, not as they truly appear. Even though it is difficult and dangerous, Adrian maintains his sense of integrity and receives his just reward.

Rembrandt's Beret, by Johnny Alcorn (Tambourine). Tiberius becomes lost while waiting for a rainstorm to end, and discovers the "Hall of the Old Masters". Mysteriously, he meets the artists, and Rembrandt paints a portrait of Tiberius during his stay. Introduces some of the Old Masters, including Michelangelo, Rubens, Raphael, Titian, and Rembrandt in fantasy format.

The Collage Book, by Hannah Tofts (Simon & Schuster). Explains what a collage is and gives simple instructions on how to make one. Presents examples of collages made from paper, fabric, wood, food, photos, and several other objects.

Come Look with Me: Enjoying Art with Children and *Come Look with Me: Exploring Landscape Art with Children,* by Gladys S. Blizzard (Thomasson-Grant). Each book consists of full-color reproductions, brief biographies of artists and open-ended questions to promote discussion and critical thinking. Provides a unique and enjoyable way to enhance art appreciation at home.

Childrens Press publishes the series *The World of Art, through the Eyes of Artists,* by Wendy and Jack Richardson: Titles in the series include the following: Animals, Cities, Entertainers, Families, The Natural World, and Water. Each book presents illustrations of art which deal with a specific topic. Includes specific information about both the artist and the accompanying work.

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Magazines

Also ask your librarian for the following magazines:

Children's Album

Creative Kids

Cricket

Highlights for Children

Humpty Dumpty's Magazine

Jack and Jill

Reflections

Shoe Tree

Turtle Magazine for Preschool Kids

Wombat: A Journal of Young People's Writing and Art

MIGHT YOU HAVE THE FOLLOWING MAGAZINES?
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Read-along Stories

Giraffe's Climbing Button

by Toby Speed

Things to do *before* reading the story

Have you ever heard of a climbing button? What do you think it might be? Put on a shirt that has buttons all the way up and down so that you can participate in the story.

Giraffe was going to the movies. He washed his face. He put on his shirt.

Chimpanzee watched from a tree. "Can I go with you?" he asked.

"No," said Giraffe. "You are too noisy."

Chimpanzee frowned. He thought how lonely the afternoon would be without Giraffe.

"Need help with your buttons?" asked Chimpanzee.

"Yes, thank you," said Giraffe. Chimpanzee buttoned him up.

"Oh, dear," said Giraffe, looking down his long neck. "There's an extra button up on top."

"And an extra buttonhole on the bottom," said Chimpanzee, pointing.

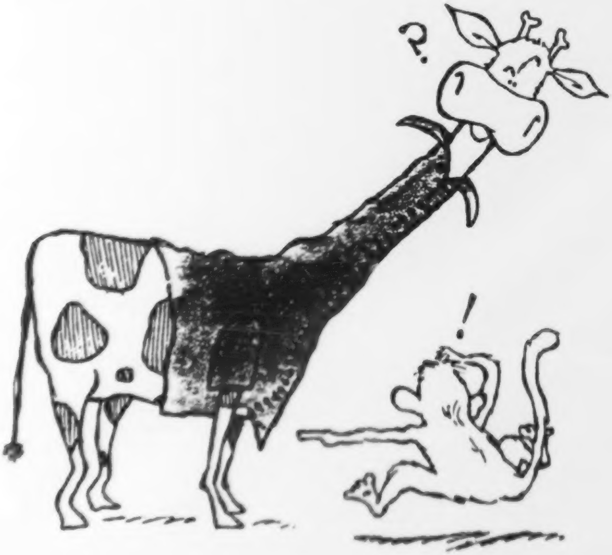
"How did that button climb up there all by itself?" asked Giraffe.

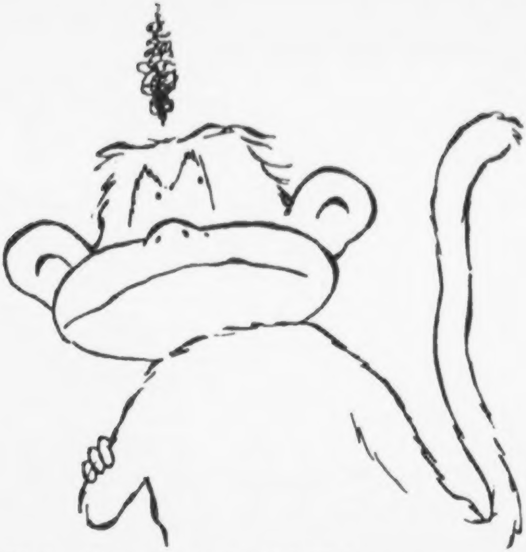
"Maybe the buttonhole fell," said Chimpanzee.

"I didn't hear anything drop," Giraffe said.

"If I help you fix your buttons, then can I go to the movies with you?" asked Chimpanzee.

"No," said Giraffe. "You laugh too loud. You laugh so loud I miss the words. You laugh even at the sad parts."





“I don’t mean to,” said Chimpanzee, pouting.

“I know that, and we will play checkers together later,” said Giraffe.

“I could poke a new buttonhole on top,” said Chimpanzee. “A buttonhole for your climbing button.”

“No more buttonholes!” said Giraffe. “I have enough already, thank you.”

“Well, then,” said Chimpanzee. He stuck out his chin and squinted his eyes. “How many buttons do you have?”

Giraffe counted. “Thirty.”

“How many buttonholes do you have?”

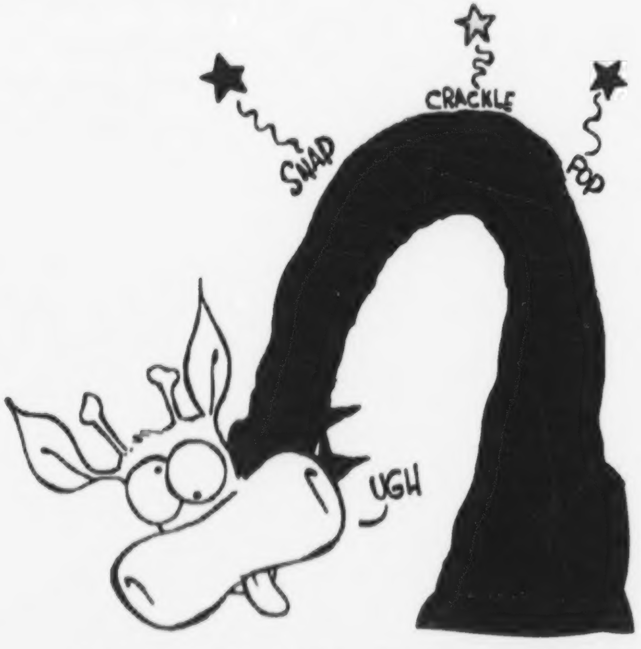
Giraffe counted. “Thirty.”

"How many buttons are buttoned?" asked Chimpanzee.

"Twenty-nine," said Giraffe.

"Then the answer is simple," said Chimpanzee. "The top button must go into the bottom buttonhole."

Giraffe took a deep breath and bent his neck over as far as he could. But no matter how hard he tried, he could not get the top button into the bottom buttonhole.



"It's no use," said Giraffe. "Now I will miss the movie."

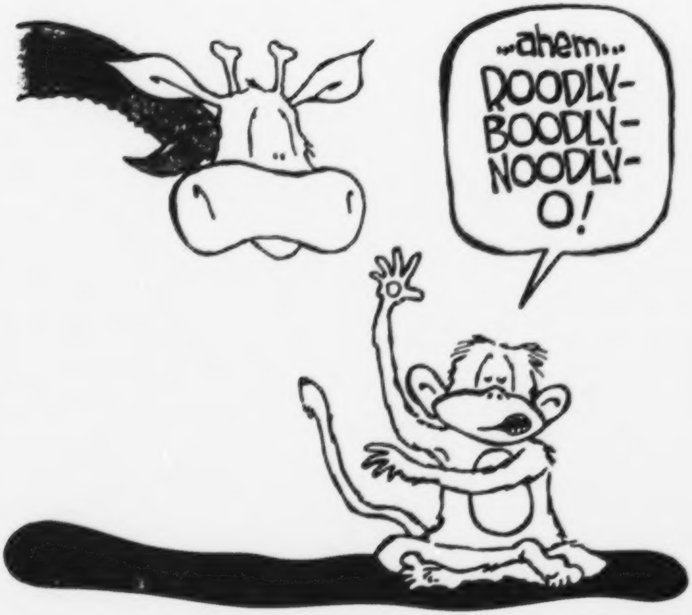
Chimpanzee looked at the thirty buttons and the thirty buttonholes. He tilted his head first one way and then the other. Suddenly he knew how to fix the buttons.

"There is only one thing left to do," said Chimpanzee. "We will have to use magic."

"Magic?" asked Giraffe.

Chimpanzee nodded mysteriously. "I will say the magic words. Then you say them. Roodly-boodly-noodly-o."

"Roodly-boodly-noodly-o," said Giraffe, looking puzzled.

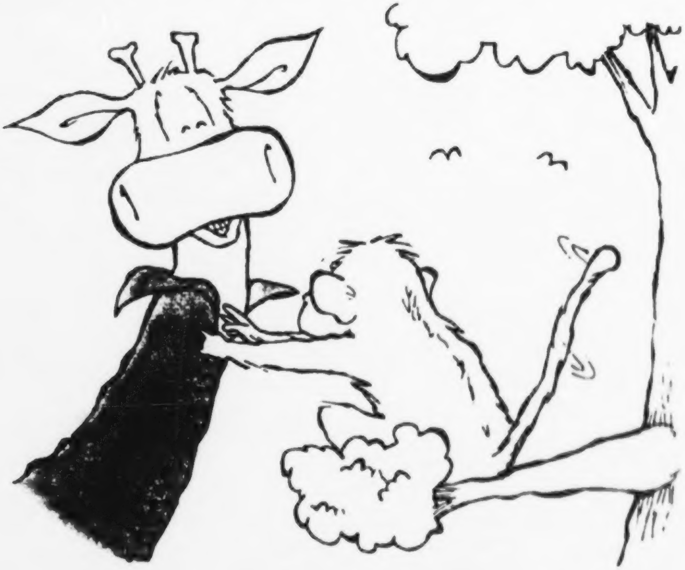

...ahem... ROODLY-BOODLY-NOODLY-O!

Chimpanzee unbuttoned the second button and put the first button into the first buttonhole.

"You were right!" shouted Giraffe. "The button is coming down."

"Roodly-boodly-noodly-o," said Chimpanzee.

"Roodly-boodly-noodly-o," said Giraffe. "Roodly-boodly-noodly-o." And Chimpanzee unbuttoned and buttoned all the way down to the bottom.



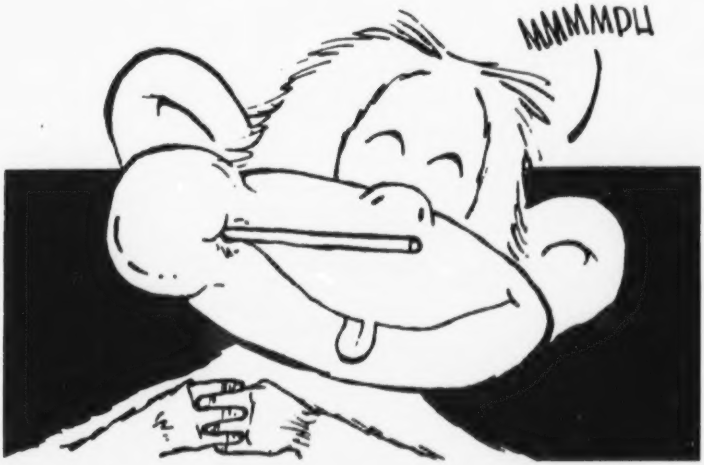
"Now let's go to the movies," said Chimpanzee.

"I told you," said Giraffe. "You are too noisy."

"What if that button climbs up again?" asked Chimpanzee. "You will need my magic to get it down."

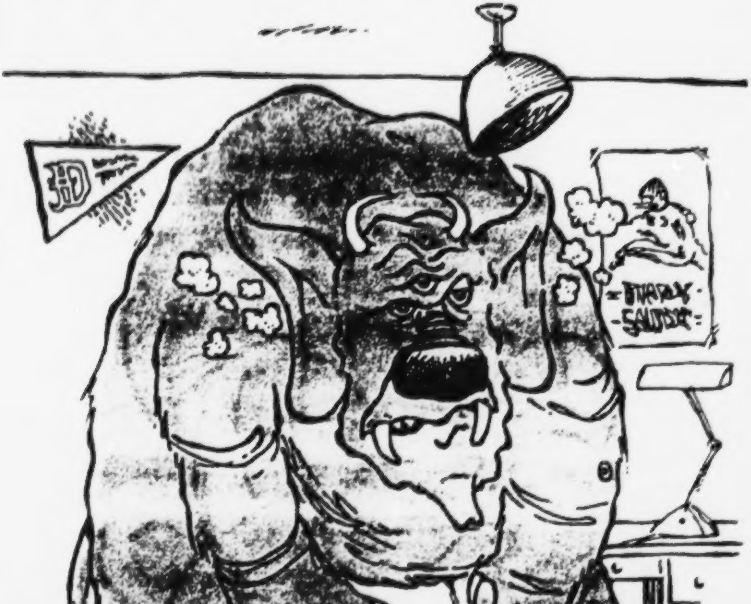
"You are right," said Giraffe. "It's lucky I know some magic, too. Loppity-boppity-moppity-pop." He put a big banana lollipop into Chimpanzee's mouth. "Now we can go to the movies."

"Mmmm-hmmm." That was all Chimpanzee could say. His mouth was full of banana lollipop. And off they went together.



Things to do *after* reading the story

Have you ever had a climbing button? How did you feel? How do you think Chimpanzee felt when Giraffe used a little magic on him to get him to be quiet? Can you think of a more friendly way for Giraffe to get Chimpanzee to be quiet? Describe this different ending for the story.



Not the Least Bit Silly

by Donna Colwell Rosser

Things to do *before* reading the story

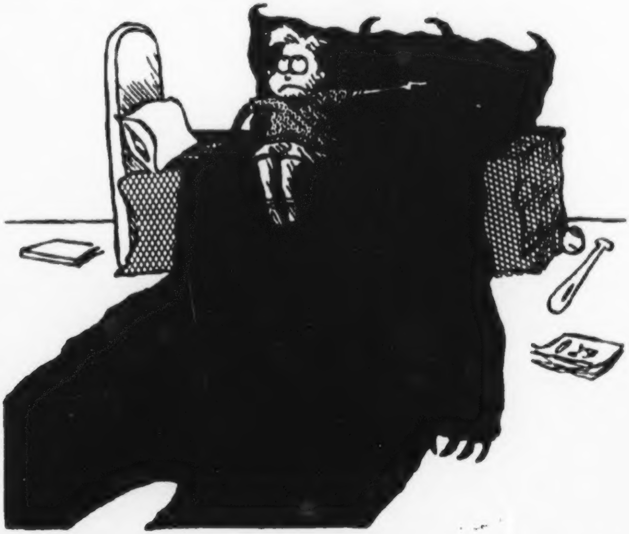
What do you do when you feel silly? Are grown-ups ever silly? Talk about a time when you and your mom or dad were silly together.

I'm Jonathan, and I'm stuck in my dumb old room. Why? Because Stephanie, my big sister, is too mean and sneaky. She pinches me under the table and whispers things in my ear that make me want to hit her. She tells me I'm silly.

I always get stuck in my room. There's nothing to do here except draw with these dumb old crayons. I'll draw something, all right. I'll draw the most horrible, three-eyed monster that anyone ever saw. He'll be an enormous monster with a nasty temper, and he won't be the least bit silly.

Look! Isn't he nasty? Nasty purple with red eyes and claws on his feet. I can just hear him roar. He sends chills up my back. My hair stands up straight when he roars. I'm glad he is not mad at me. He is mad at Stephanie.

Whoa! Is she in for it! He is rising right up off this page and...ooh, look at those teeth. I had no idea he would have such awfully large yellow teeth. I think I'll just stand over here closer to my bed while he stretches. He must have been cramped on that paper. How did he get so tall? The top of his head reaches the ceiling and he has to stoop over. That's why I can see his three eyes so well. They are burning red. Steam is coming out of his ears. I fall backwards onto my bed and look up at this perfectly horrible monster.



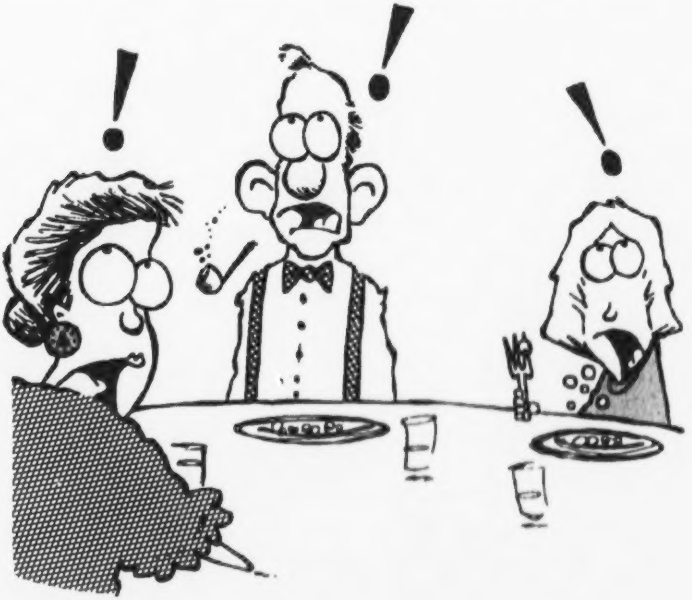
"Where is your sister?" he bellows. "She's going to get what she deserves!"

I am afraid not to tell him. He might bring his purple hugeness over me. "In...in the d...dining room," I stutter.

What a terrifying monster I have created—a monster who is not the least bit silly. I'll have to sneak out of my room and see what happens to Stephanie. Will he melt her with his burning eyes? Scratch her with his mean, sharp claws? Maybe he will just take her away forever. That would be nice.

From a safe distance, I follow my magnificently mean, menacing monster. Steam rises from his ears as he trudges through the living room. His claws tap-tap on the tile in the kitchen. He roars as he reaches the dining room and everybody turns to look.

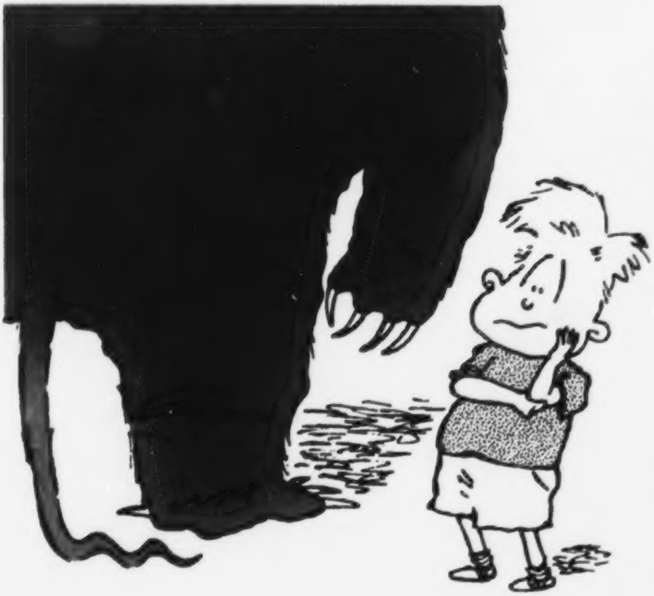
Everyone looks frozen. Their eyes are big and round, but their mouths are open even wider.



"I will scare you all senseless!" says my perfectly horrible, purple monster. "No one will ever be mean to Jonathan again!"

The monster rises up higher, which means he must bend over even farther, and everyone can see his three flaming, fiery eyes. He reaches out his long purple gorilla arms and takes a monstrously deep breath.

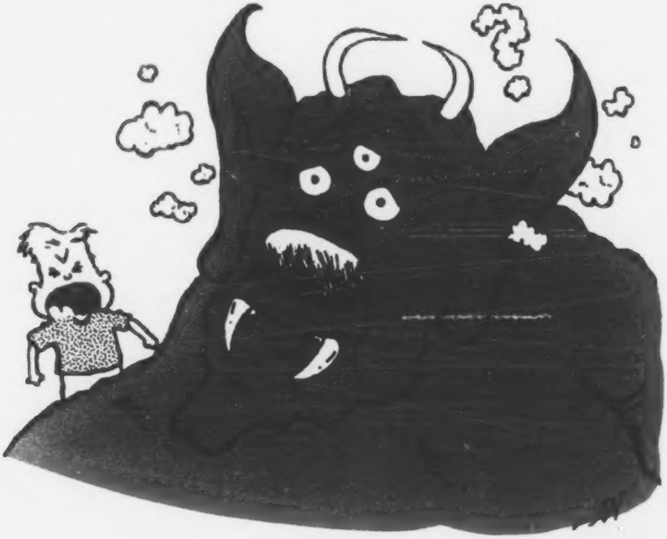
I think I'll run back to my room while he scares them all senseless. Hmmm, scared senseless? What would that mean if everyone were senseless? Hearing is a sense, so I guess Mom and Dad wouldn't be able to hear. But they never hear Stephanie when she calls me silly, and they never listen to my good reasons for hitting Stephanie.

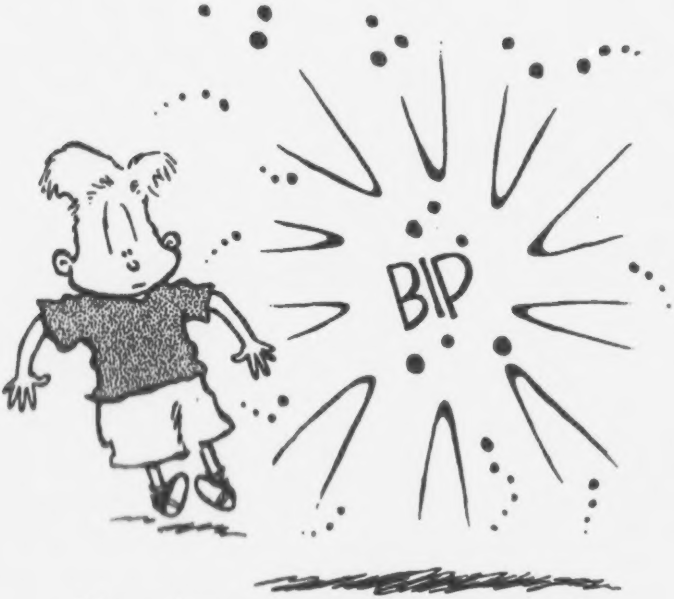


On the other hand, if the monster scares them senseless, they will not hear the good things, like how many butterflies I counted this morning, and the really neat song I made up. Come to think of it, if they were senseless, nobody would be able to see, either. If Stephanie can't see, she can't play cards with me after supper like she promised. Oh, no! No, no, no!

"Monster, I want you to leave!" I yell before I think about what I am doing.

Maybe I did the wrong thing. My huge monster is turning his face toward me. Will he scare me senseless? He looks surprised. Why? Didn't anyone ever change his mind in front of him before? Ooh! Isn't this strange? One of his eyes is turning green and cool. What's going to happen? POP!





My mad, mean, magnificent monster has disappeared like a soap bubble!

"What did you want, Jonathan?" my Mom says, seriously.

"I wanted to get out of my room. Please," I tell her.

"As long as there will be no more hitting," Mom says.

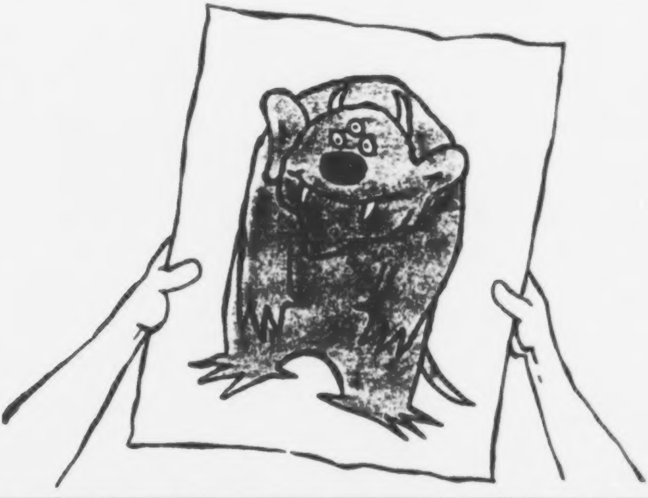
Dad notices my paper as I sit down. "What have you got there?" he asks.

Is the monster back on the paper? It didn't get heavier when he disappeared. If he is back, could he still scare everyone senseless?

I peek. Yes, he is back, but he has calmed down. Only one of his eyes is still red, and his turned-down purple mouth is curling up at the sides.

I show them all my most magnificent, mad, mean, menacing monster, and I tell Stephanie, "He's not the least bit silly."

She shivers and says, "I know."



Things to do *after* reading the story

Have you ever wondered what it would be like if something you drew rose right off the page and came to life? Draw a picture of a creature you would like to have as a friend. If you could make this creature come to life, what would you have him or her do for you?

Tale of the Two-Toed Pigeon

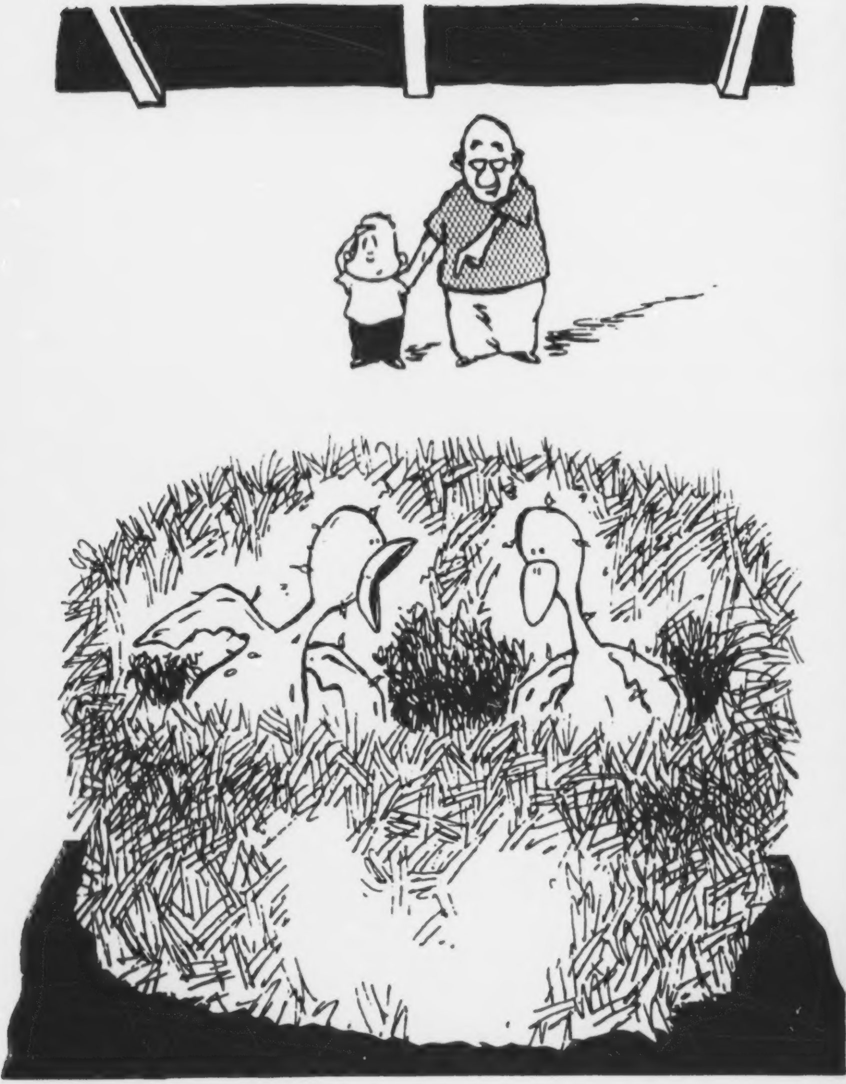
by Herbert R. Glodt

Things to do *before* reading the story

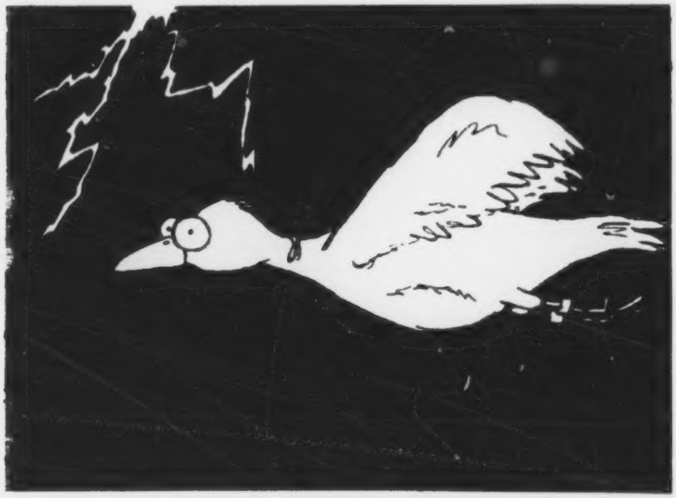
Ask your mom and dad to tell you a story about a time when they didn't follow their parents' advice. Then talk about sometime when you forgot what your parents had told you. What happened? See if those situations were anything like the experience of the boy in this story.

I admit I never once thought of pigeons, not until Dad called me out to the back porch of our second-story apartment. He pointed up to a spot where the rafters made a little cozy place with the ceiling.

"Listen," Dad said in a low voice. I couldn't hear anything at first, but when the wind quieted down and I held my breath, there was a faint coo, coo, coo sound.



"Two baby pigeons," said Dad, as though he'd found some fantastic treasure. "When I was your age, in England, I kept a cage full. Pigeons are smart. They can carry messages from faraway places. They always know how to find their way home. No matter how far. No matter how bad the weather."



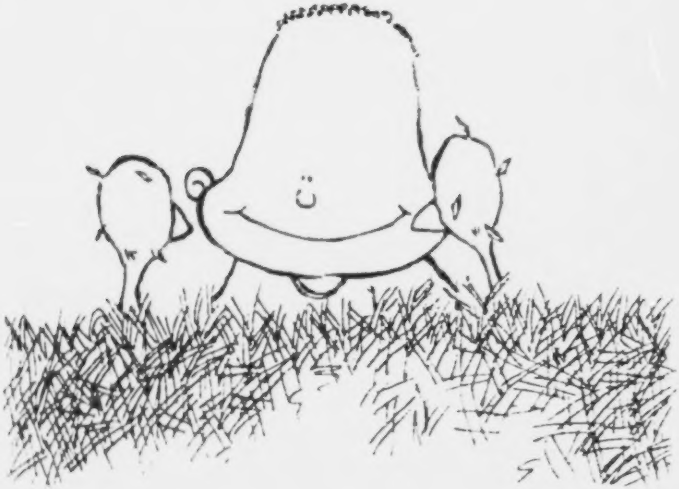
"How do they do that?"

"I really don't know."

I thought Dad knew everything.

"The mother will bring them food, after we clear out of here," Dad went on. "Would you like to take a look?" I nodded. "We have to stay a bit back so as not to scare the baby birds. They don't know how to fly yet."

He got a kitchen chair, stood on it, picked me up, and we looked in. They were tiny things, those two baby pigeons. All but their heads and necks were concealed in the nest of twigs and grasses. They must have seen us or at least felt our presence somehow, because they became absolutely quiet—not a coo. Except for their blinking eyes, they did not move. I started to talk, but Dad whispered, "Shh, any noise might frighten them out of the nest. We'll take another look in a few days." So we got down and brought the chair back to the kitchen.

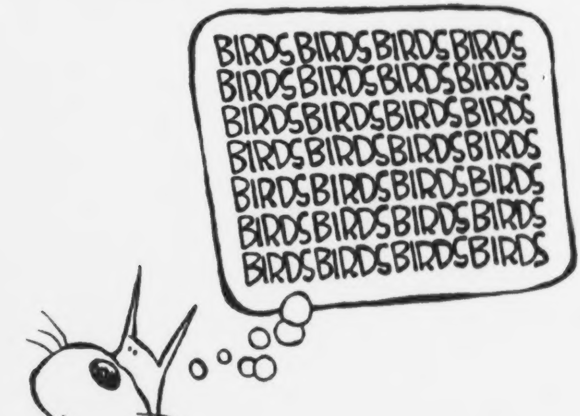


Find their way home from far-away places. Carry messages. Fed by their mother. It was all news to me. I wondered how it would feel to fly. No front legs, like cats and dogs, just wings. It was really something to think about.

From our kitchen window, I could watch the mother pigeon coming and going with bits of something in her mouth. Food, but just what I never could make out. If I opened the door, just a crack, that mother bird was off like a flash. She sure didn't like the idea of any visitors around when she was feeding her children.

And then there were cats. Birds don't bother other birds, not usually. And dogs are too busy with other dogs to fool around with birds, though at times they chase them just for fun. But cats, something in cats makes them go for birds.

"It's part of their nature," said Dad. "Just as kids like baseball."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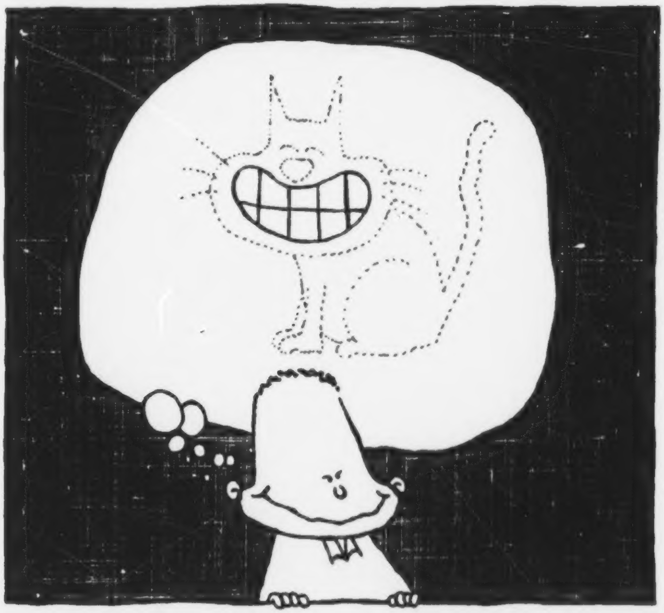
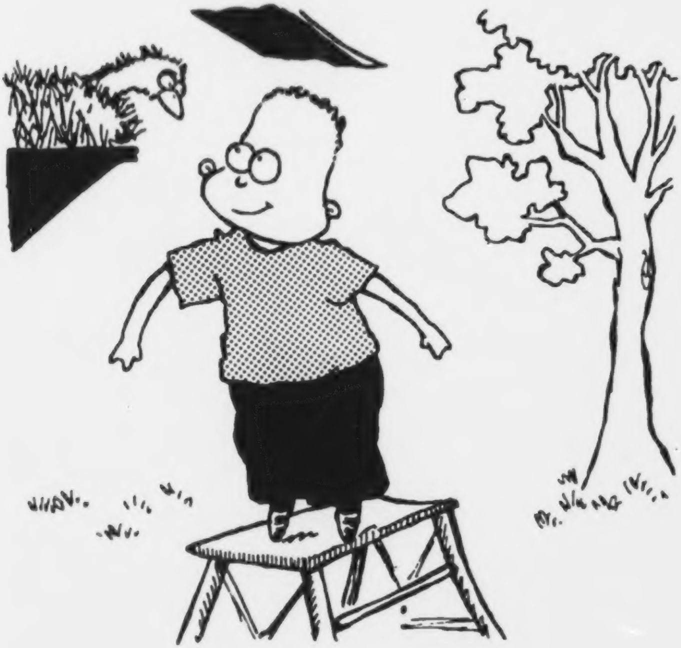
I could understand that, but it made me feel creepy. A big cat sneaking up quietly, very slowly, hardly breathing, not wiggling a whisker nor moving its tail, just step by step by step getting closer and closer, closer and closer, and then POW! One big jump and crunch. No more bird.

One night Mom read me something from *Alice in Wonderland.* It had to do with a kind of cat that would be just right for pigeons. That was a cat that disappeared very slowly from its tail to its head, until only the smile was left. If I could do that to every cat that went after a bird, the birds would be safe. A smile couldn't hurt anything, not even a baby pigeon. But changing every bird-chasing cat into a smile, that was a problem.

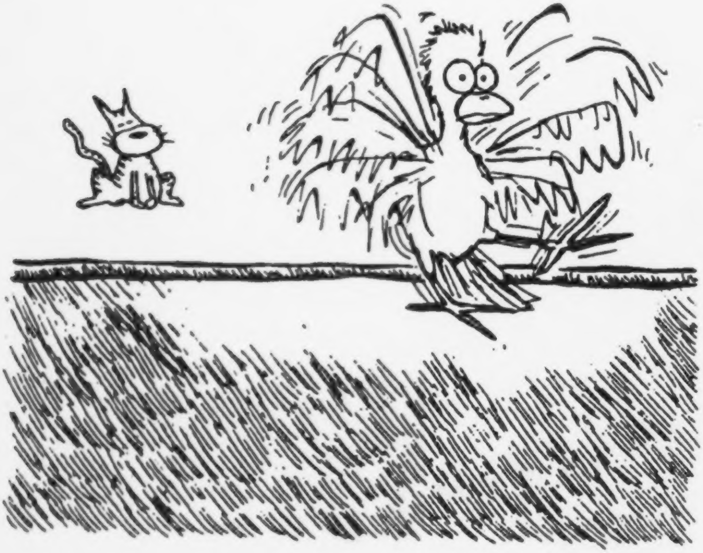


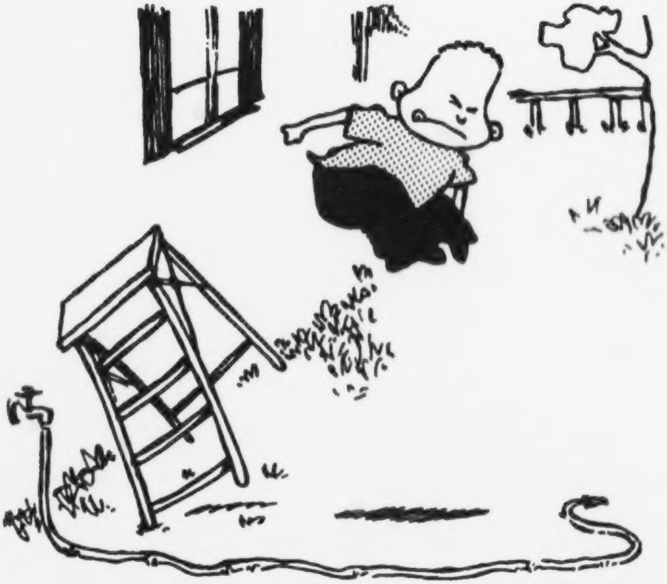
Four or five days went by since I'd first seen the pigeons with Dad. It was Saturday. None of my friends were around, so naturally I thought of the pigeons. Time for a second look. We had one of those folding stepladders, and as quietly as I could, I got it out. Though the ladder did squeak a bit, it didn't seem to bother the baby pigeons. I climbed to the top step and peered into the nest. The birds were still scrawny but seemed bigger. Then I realized I was closer than last time. Much closer! In fact, I was eye to eye with the smaller of the two. My dad would never have gotten that close.



I had started down when it happened. The smaller bird flapped her little wings and took off from the nest. She landed on the steep roof of the house behind our apartment building. The baby pigeon couldn't grab on to anything. She kept getting lower and lower until she reached the very edge.

Then, from out of nowhere, the cat appeared. A big yellow and white tomcat. He just spread out his legs and waited for that tiny bird to fall right into his mouth. That little bird who could hardly fly was going to be murdered, killed, and scrunched up into a cat meal. I watched her beat her wings furiously at the edge of the roof. The cat raised his head and watched. Nobody, nobody was going to turn that yellow cat into a smile.

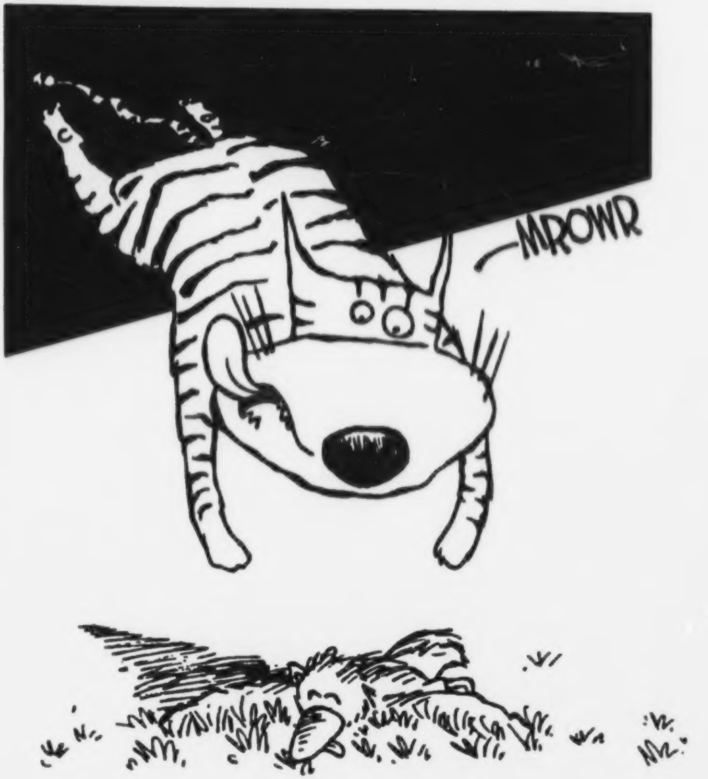




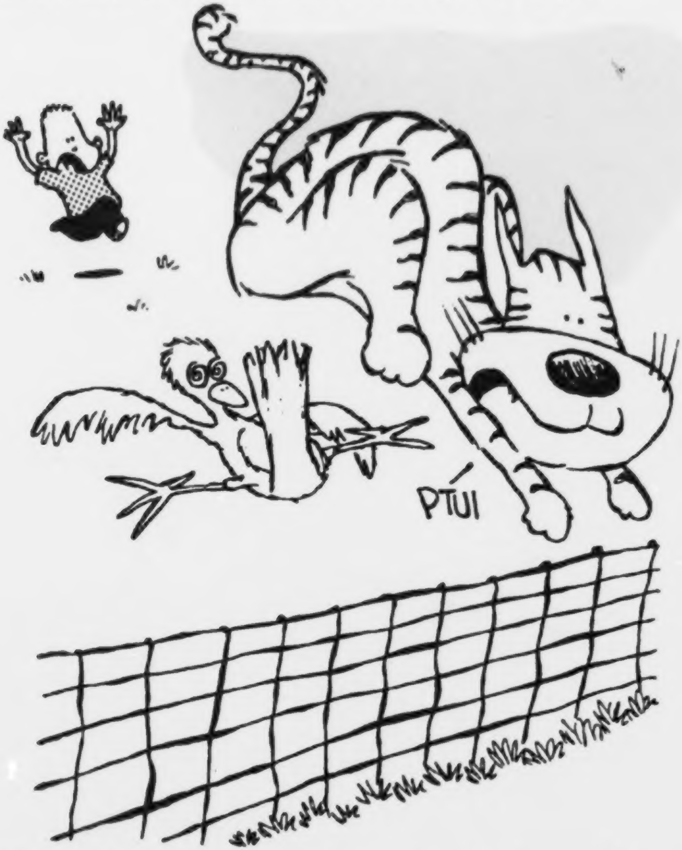
I jumped off the top of the ladder and scrambled through the kitchen. I ran down the stairs three at a time. I could feel my heart pounding. I tried to get my legs to go faster, but they wouldn't do it.

"...have to stay a bit back so as not to scare the baby birds..." My dad's advice kept jumping around in my head. We'd been eye to eye. And eye to eye had frightened that little bird right out of her nest into the mouth of that yellow and white cat. It wasn't the cat's fault. As Dad said, bird catching is natural for cats. It wasn't the bird's fault, either. She was scared. If that cat was munching that little bird, it was my fault. The mother bird would be furious and, worse yet, sad.

I felt bad inside.Well, I flung open the back door, and there was that solid wood fence the neighbors had put up about a year ago. The fence was taller than I was, but I grabbed the top and flung myself over. I landed in a prickly bush with red berries. I was flat on my back when the little pigeon, exhausted from flapping those scrawny wings, fell to the ground. The cat pounced, grabbed the baby bird, and ran.

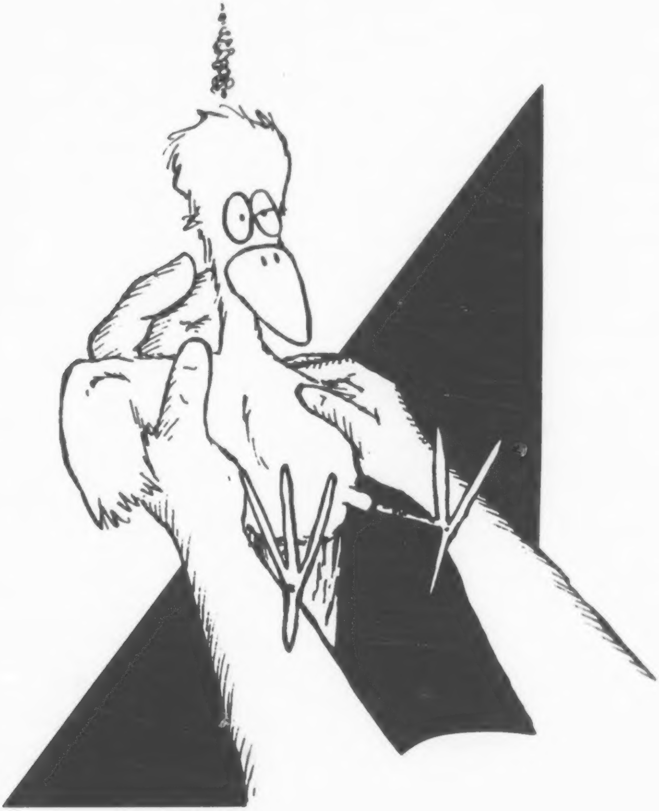


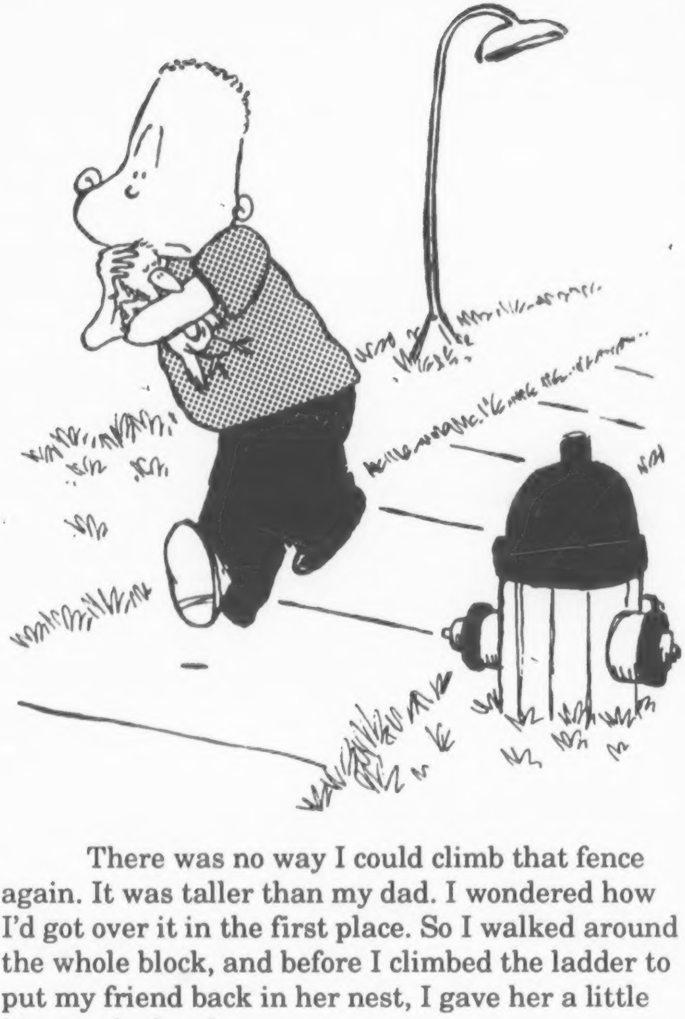
"Drop it! Stop!" I shrieked. Thinking back, they were kind of dumb things to say to a cat. But they made me feel better, even though that cat was still faster than I was. He came to a low wire fence and jumped. When he did, he let go of the pigeon.



My insides were shaking. Sweat soaked my shirt. My legs felt like they had weights in them. I bent over the tiny bird. She didn't move.

Dead. That's all I could think of. Dead. Gone. Very carefully I picked her up. Her eyes blinked and her head moved a little. I could feel her heart thumping. Alive! I looked her over. Nothing seemed wrong except for one toe. A pigeon foot has three toes. One toe was gone. Chewed off. I held the little bird against my chest. She didn't try to get away. I guessed she was more tired than I was. Twice as scared, too. I was sure of that.

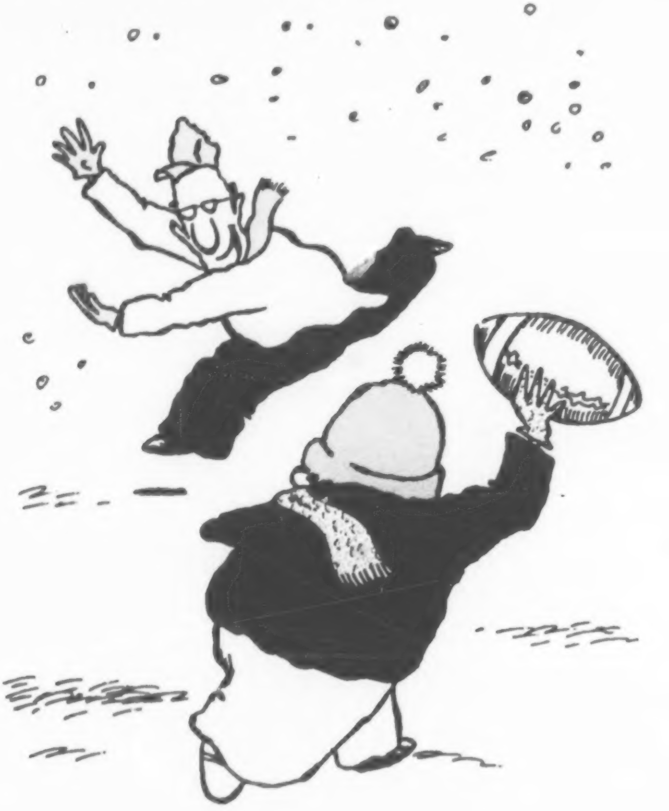




There was no way I could climb that fence again. It was taller than my dad. I wondered how I'd got over it in the first place. So I walked around the whole block, and before I climbed the ladder to put my friend back in her nest, I gave her a little kiss on the head.

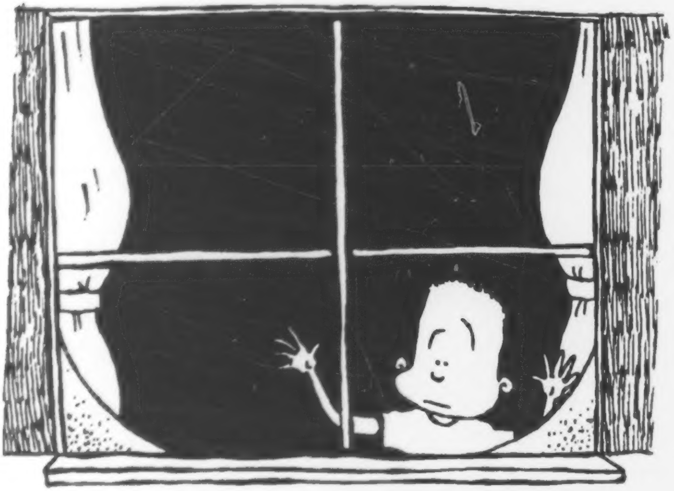
"I'm sorry," I said. "I love you." I didn't feel silly when I said that. It just came out.

The mother pigeon kept feeding her two children, so I assumed everything was O.K. Dad must have forgotten about the birds. He never mentioned them again. “Too many things on his mind,” Mom would say. Spring came and went. There was plenty to do during the long summer vacation. Soon we were throwing a football around. Before I knew it, snow fell.



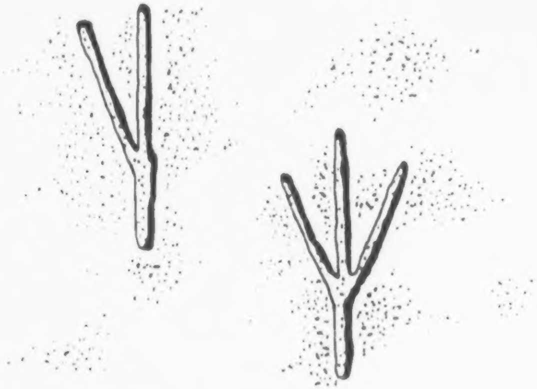
The first snow of the year is definitely white, smoother, and more sparkly than any other snow. Very smooth and clean. That's how it looked on the porch. No black spots. No bumps or wrinkles. Clean and white. It gave me a good feeling. Just the opposite of the feeling I'd had when I scared the little pigeon out of her nest. That reminded me. Bread crumbs for the pigeons. Bugs and seeds would be difficult to find now. I shredded a piece of bread and tossed it out the kitchen door.

At noon, I peeked out the kitchen window to see if the pigeons were feeding. The sun made the snow brighter than ever. There were no birds, but most of the crumbs were gone. Little marks were all over the place, written in the new snow. Bird footprints.



Half the marks had three prongs, half had two. It was my pigeon! Every day, until the snow melted, I threw out the crumbs. I figured it was the least I could do after all the trouble I'd given that pigeon.

The next winter she was back again. I never saw her, but the crumbs always disappeared. It was a good feeling.



Things to do *after* reading the story

Talk about why the boy in the story feels like it would be his fault if the cat "munched" the baby pigeon. How is the little pigeon different after her dangerous experience with the boy and the cat? Do you think the boy is also different afterwards? How?

We hope you have had fun with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten.

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities.

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening.

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents to help them encourage their children to read. Offers several practical activities for parents.

Creating Readers and Writers, by Susan Mandel Glazer. Suggests parents (1) encourage the use of language, (2) build positive attitudes toward reading, writing, and speaking, and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups.

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve adolescents' needs, and presents future needs that reading can fulfill.

Your Child's Vision Is Important, by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties.

Encouraging Your Junior High Student to Read, by John L. Shefelbine. Discusses why reading for pleasure is important. Suggests how to find time for reading, gather a variety of reading materials, and help a child who has difficulty reading.

Cost per booklet is $1.75

Produced and distributed in cooperation with the
International Reading Association

101 Ideas to Help Your Child Learn to Read and Write

by Mary and Richard Behm

Offers 101 practical suggestions for parents to help their children develop reading and writing skills in the home environment. Ideas include bedtime activities, using television, travel, games, and many other ways to incorporate literacy into the home.

G08; $6.50

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First and foremost, parents act as models for their children. By making time for their children, by listening, and by praising, parents can greatly improve their children's attitudes and behaviors.

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- ✓ lists of books to read and to share.

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Submissions Policy for Stories and Articles for Parents and Children Together

Stories for Children and Parents:

1. Make the story fun for children—your primary audience. The adult reading along will enjoy the story if the child does.
2. Make sure that your story is acceptable to parents. We do not want parents to reject the story because it is inappropriate for their children. Writing a story that is interesting to children and at the same time pleasing to parents is a big challenge.
3. Your story should be no longer than eight double-spaced pages with one-inch margins.
4. Correct grammar and syntax are important. For the most part, we choose to model correct standard English.
5. Be careful about the vocabulary you use in your story. Rule out really long and difficult-to-pronounce words.
6. Make your stories gender inclusive. Do not use sexist terminology or ideas. Our stories must be interesting to both boys and girls.
7. You may illustrate your own story, but the illustrations must be line drawings in pen and ink only. The drawings must be able to be scanned, so too much detail will not work.
8. Stories that have action and dialogue work well for the audio portion of the magazine.

Articles for Parents:

1. Articles should contain practical information and helpful strategies. Anecdotes and other experiences modeling useful learning methods are particularly desirable.
2. Your article should be no longer than four double-spaced pages with one-inch margins.

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"Not the Least Bit Silly"
Narrator: Bobby Simic
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"Tale of the Two-Toed Pigeon"
Narrator: Brian Sturm
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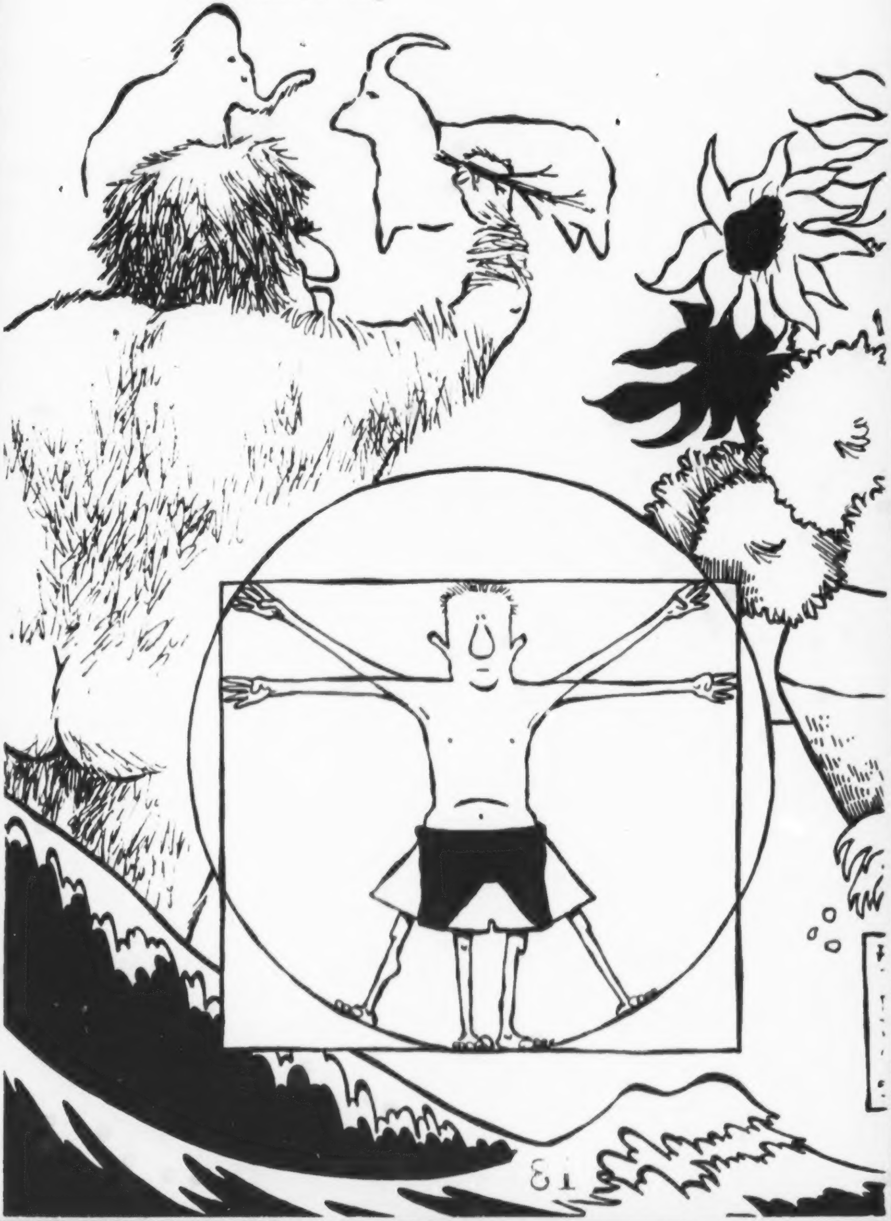
Future Issues of *Parents and Children Together*

- *Making Writing Meaningful*
- *Speaking and Listening*
- *Improving Your Child's Memory*
- *Teamwork Learning*
- *Expanding Your Child's Vocabulary*
- *Learning about the Lives of Famous People*



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Aug 1992

Parents and Children Together

Making Writing Meaningful

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y Jane
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My Trip To Canada
by M. Moose
It was a

Read-along Stories:

The Houses on Harmony Lane

Sara's Discovery

Diamonds in the Rough

This booklet has a companion audio tape on "Making Writing Meaningful." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.

Recommended Stories:
•Tom Sawyer
•Huck Finn
•The Celebrated Jumping Frog of Calaveras
Parents Children Together

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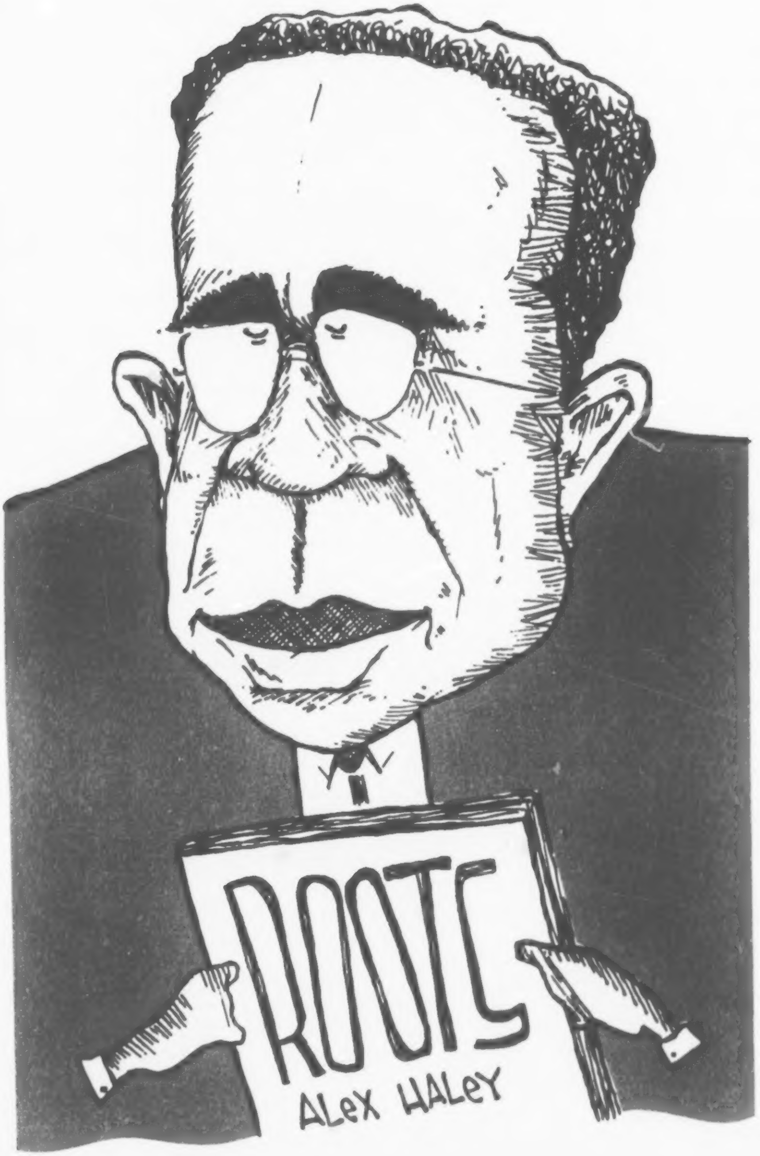


ROOTS
ALEX HALEY

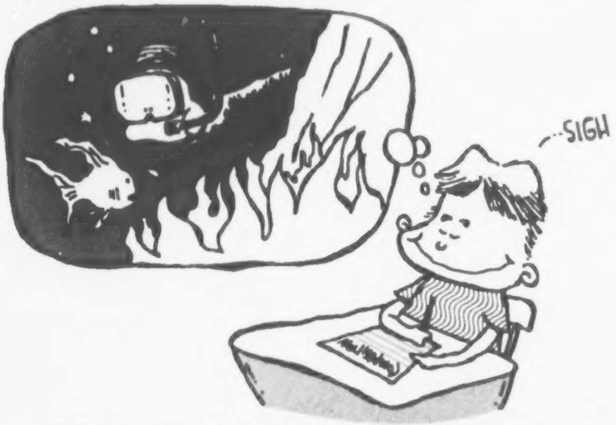
Getting Started

Welcome to this issue of *Parents and Children Together.* Writing is a skill we need both in school and in the workplace. In this issue, we focus on ways you can help your children enjoy writing and use it as a tool to communicate with others and express themselves.

On side B of the tape (and in the second half of the booklet) are three read-along stories. We encourage you to listen to these stories and to read them with your children, so that they can participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.

Help Your Child Communicate through Writing

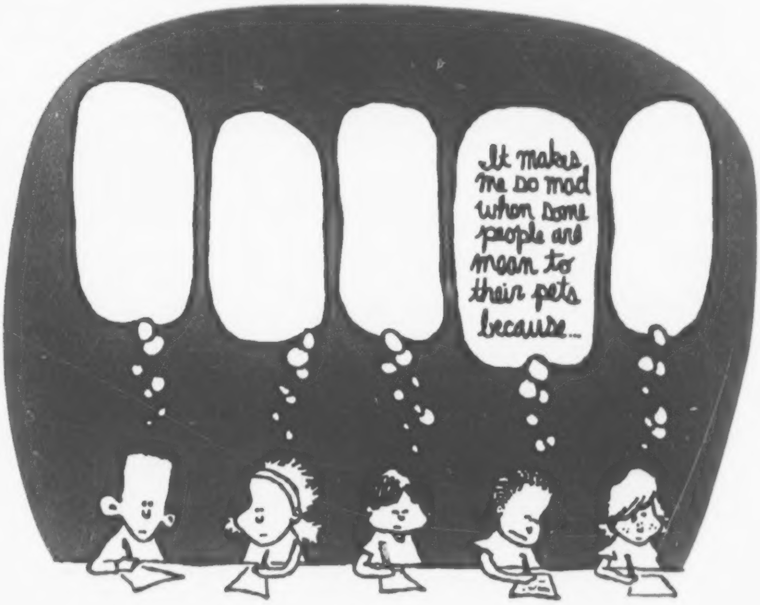
Why do most school compositions get low or mediocre grades? Probably because most school compositions express low, mediocre thoughts.



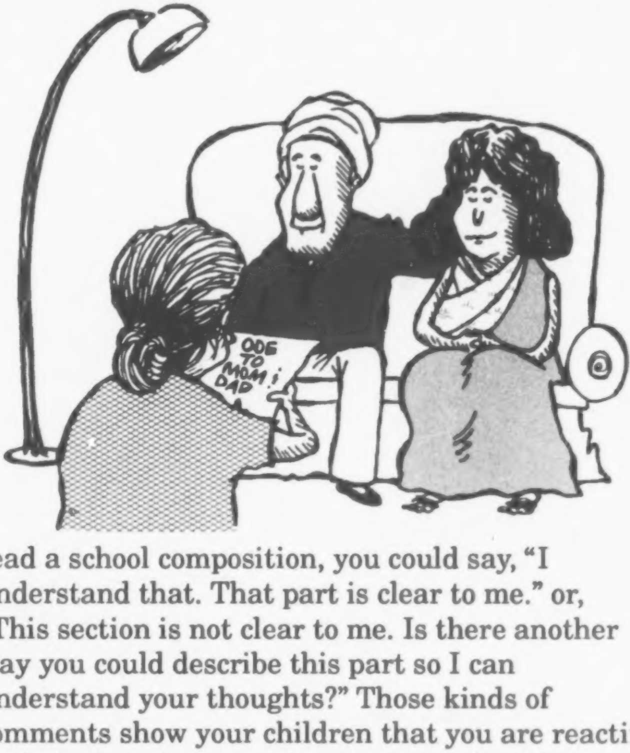
If it is true that student compositions reflect a low level of thinking, then we have to conclude that students think dull thoughts; or, on the other hand, maybe students do not write about their exciting ideas in school compositions. Perhaps they are saving these exciting ideas for another time or are looking for another way to express them.

It is worthwhile for us to examine our children's writing because that's how they reveal their thoughts in school and later on the job. Teachers evaluate student progress from written exercises, and more and more jobs now require regular written reports.

A report from the National Assessment of Educational Progress shows that only one out of five American students can express herself adequately in writing. That leaves eighty percent of American children in the inadequate category—eighty percent cannot explain their thoughts or their feelings in writing.

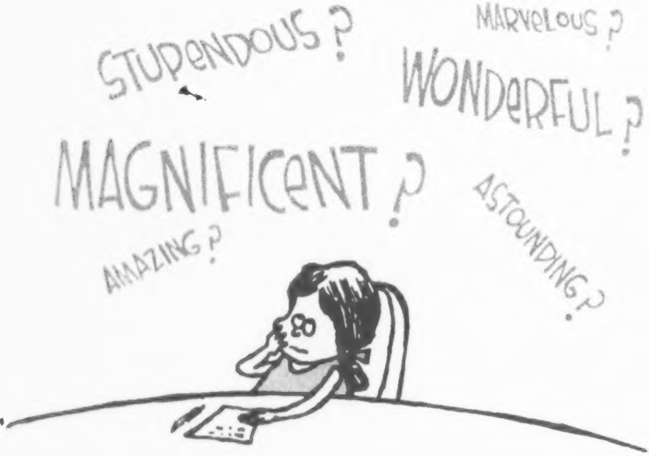

It makes me so mad when some people are mean to their pets because...

What can you as a parent do about improving your children's writing skills? Actually quite a lot. The most important thing you can do is to act as an interested audience for the compositions your children write in school. As you read a school composition, you could say, "I understand that. That part is clear to me." or, "This section is not clear to me. Is there another way you could describe this part so I can understand your thoughts?" Those kinds of comments show your children that you are reacting to their thoughts, praising clarity, and asking questions when their thoughts are expressed in a jumbled way. And that's the first reaction any thoughtful reader has. Afterward, you can discuss things like punctuation and spelling, if your child needs that kind of help at the moment.



Why Is Personal Writing Important?

All writing demands clarity of thought and a search for the right word to express those thoughts. That's where personal, reflective writing becomes valuable. A diary or a personal journal is an excellent vehicle for this kind of expressive writing. It gives children an opportunity to play with their thoughts and with their language. It gives them an experimental playground for their ideas. In a sense, they can show off for themselves, allow themselves the opportunity to test their skills and their strengths—just as children do on a playground—before they ask the advice of an adult. Learning how to communicate their thoughts and feelings in personal writing encourages children to apply their expressive abilities to the more businesslike world of school reports, and compositions, and, later in life, to writing summaries or letters in the workplace.


STUPENDOUS ?
MARVELOUS ?
WONDERFUL ?
MAGNIFICENT ?
ASTOUNDING ?
AMAZING ?

Here are a couple of examples of children expressing their personal thoughts. Notice how their choice of words reflects their attempts to understand and interpret their experience.

The Prince Who Wanted A Girl

“Once upon a time there lived a prince, a very sad prince, he wanted a princess to marry him. His father the King wanted for all the girls that came to take a test first, then if they passed it they would marry the prince. Well some of the girls passed some didn’t, but the trouble was that the girls that passed the prince didn’t like them. So his father grew tired of bringing girls that passed all very pretty and rich girls and one day as the prince was taking his royal ride on the royal stable with his royal horse he saw this very poor girl walking along the royal stable. She was very tired she didn’t have no shoes her clothes were ripped and she was very dirty. The prince got near her and asked “What’s your name?” and the poor girl answered “My name is Gracie, what’s your name?” “I’m the prince of Europe my name is Alexander, would you like to marry me?” then the girl said, “yes.” So they got married, they bought her new clothes, Alexander became the King of Europe. And they became happily ever after.”

The little girl who wrote this story lived in a very poor town near the Mexican border. If we read closely between the lines, we're able to figure out that this fairy tale is really about a little girl who wants a prince to rescue her from a difficult situation. The line "Once upon a time" expresses the little girl's belief that in a different time and place her life could be happier.

In the next essay, we see a very powerful example of a young boy attempting to come to grips with his mother's lifestyle.

My Dads

My mom was married when she was 18. Because she was pregnant with my older brother Steve. When Steve was about 4 years old Bob (my dad) used to beat him. And then she became pregnant with me. Which was an accedent. And when I was born Bob left us. Which really makes me feel good. I have only seen him about 10 times after he left.

Then a couple of years later she married Cal. I don't really remember that much of him. My mom and brother say he used to beat me. But, he would come home drunk almost every night. And he smoked too. And my mom found out a lot of different but personal poroblems he had. And she could not cope with them. So they were devorced.I don't know how long it was But then she married Don. I didn't like him from the start. He was always mean to my mom. and he tried to hit her with a chair once. Ever since then I've really disliked him. She devorced him.

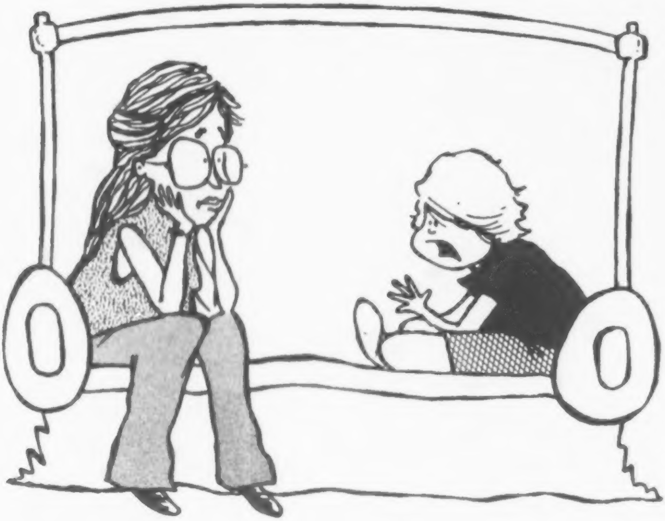
Then about 2 or 3 years later she married Ervin. I think thats how he spelled his name. I liked him. But just before they were married she found out some personal things about him. She picks some real winners. So she got an annulment.

SO SHE DATED FOR A WHILE. AND PRETTY SOON DON WAS BACK. THEY DATED OFF AND ON. ONE NIGHT THEY WENT OUT AND WHEN I WOKE UP IN THE MORNING SHE WASN'T HOME YET. JUST BEFORE I LEFT FOR SCHOOL SHE CALLED AND SAID SHE WAS GOING TO PICK ME UP FROM SCHOOL. AND SHE TOLD ME HER AND DON HAD GOT MARRIED LAST NIGHT. SO THERE I WAS STUCK WITH A MAN I DIDN'T LIKE AND MY MOM WAS MARRIED TO HIM. BUT PRETTY SOON DON WAS SEEING SOME OTHER GIRL SO THEY GOT AN ANNULMENT.

NOW SHE'S DATING A LOT OF GUYS. AND SHE SAYS SHE'S NOT GOING TO MARRY FOR A LONG TIME. AND ONLY IF ITS IN THE TEMPLE.

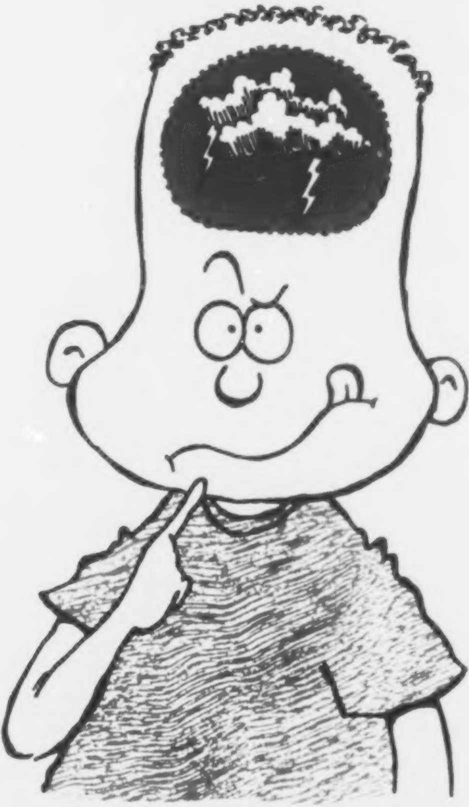
BUT I DON'T KNOW WHAT TO BELIEVE WHAT SHE SAYS. IN A WAY I THINK SHE AUGHT TO GIVE UP GUYS.

This young boy has had a lot of uncertainty and upheaval in his life. Notice how his use of phrases like "Then a couple of years later" and "I don't know how long it was" represents this boy's attempt to understand disturbing experiences by organizing them into an historical perspective. Writing is a good outlet for him because it has allowed him to communicate his frustrations. This is one of the great advantages of self-expression. Can you imagine the conversation that might take place if this boy and his mother were to talk about how her lifestyle was affecting him? Writing can help your children express their feelings and thoughts in ways that can surprise you. You need to encourage them.



How Can Parents Encourage Their Children?

We, as parents, can help our children develop their abilities to express exciting, meaningful ideas in their writing. All writing requires time for preparation, time for drafting, and time for reviewing. If your children ask for your help or say they don't know what to write about, do some brainstorming with them.



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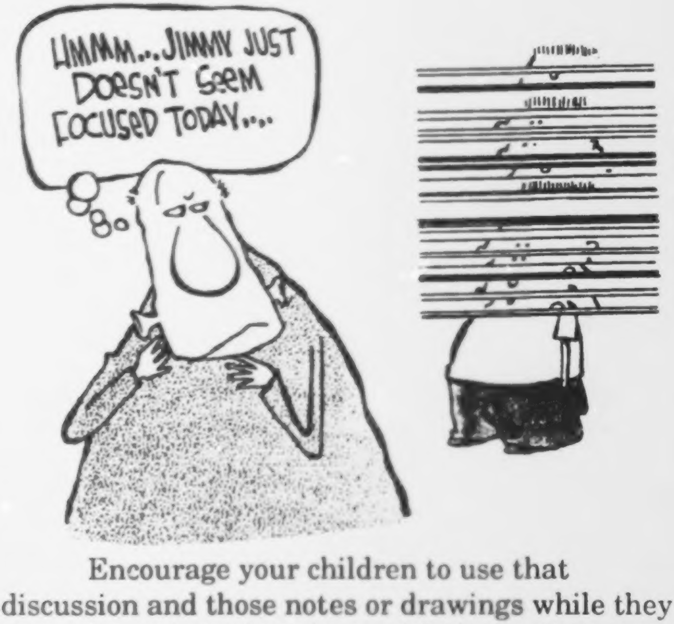
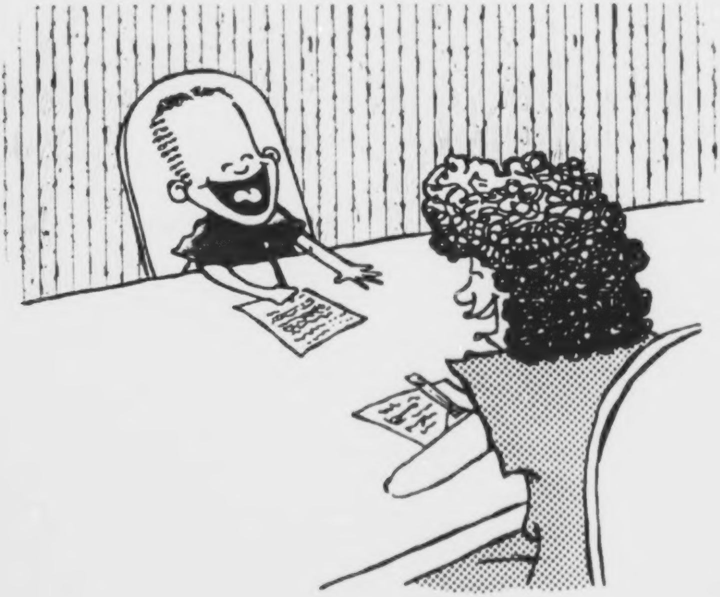
Explore recent events in their lives, trips taken, movies seen, celebrations, or books they have read. Choose one of the topics and ask them to think about how they felt, how it relates to their family or their friends, and what impressed them the most. They may want to jot down notes about this topic as you talk together. They may want to draw a picture to give the event a clearer focus in their minds. Perhaps they will share with you what the drawing means to them and why they chose some of the details in it.


HMMM...JIMMY JUST DOESN'T SEEM FOCUSED TODAY....

Encourage your children to use that discussion and those notes or drawings while they are writing their thoughts and feelings. Maybe they want to tell a story about the topic or the event. A story plan might give them a sense of direction for keeping their ideas flowing.

After they have finished putting their ideas on paper, if they want you to work with them, talk to them about their writing. Unless their piece is quite personal, most children will relish feedback from their parents. They are hoping for encouragement, of course, but they also want to check out their ideas. Are their thoughts clear? Are they valuable? Will an adult appreciate their ideas? So when you are reading your child's expressive writing paper, remember to praise the clear ideas but also to identify those that are not clear to you. If the writing stems from a formal school assignment, your child may want you to look for other ways to improve the assignment. We will discuss that in a future issue.



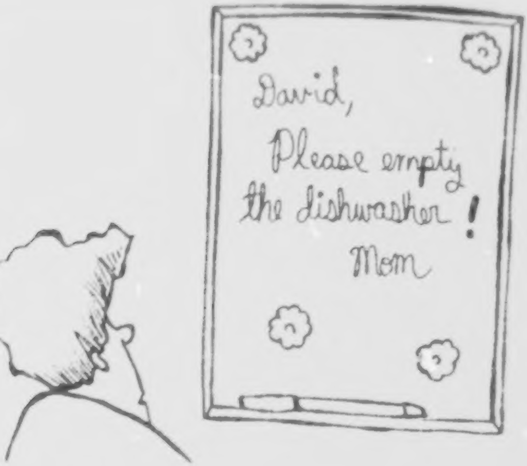
Parent's Role

Here are a few quick guidelines that may help you work with your child:

1. Provide a place in your home where your child can write comfortably.

2. Be patient, and allow your child sufficient time to think and to write.
3. Respond regularly to your child's writing, either in conversation or in writing.
4. Be positive in discussing your child's writing. Praise what is clear and give suggestions for clarifying vague parts of the writing.

5. Allow your child to feel ownership of his or her work; to feel that the changes came primarily from him or her.



6. Be a model for your child by writing messages, letters, and directions. Be willing to change your own work when someone says that part of it is not clear.

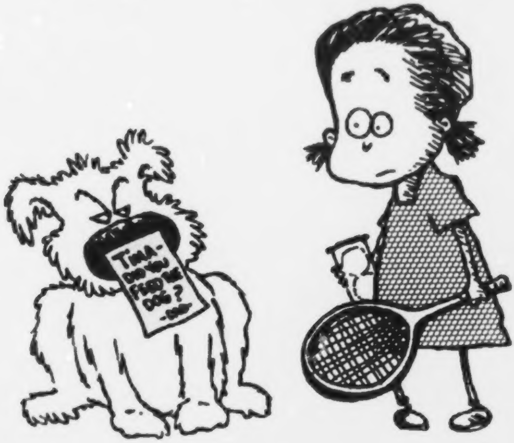
Your role in advancing the writing skills of your children may be viewed as that of an adult companion. You encourage your child to express his feelings and thoughts, and you respond as a friend or companion would. Talk about what you like and what you find clear. And then ask your child to explain or to provide more specific examples for those statements you do not understand. In that way, you can give your child direction without making a lot of negative comments.

Activities for Fun and Learning

If kids experience writing as a meaningful activity, they may have a more positive attitude about it in school. Select one of the following activities to do with your child.

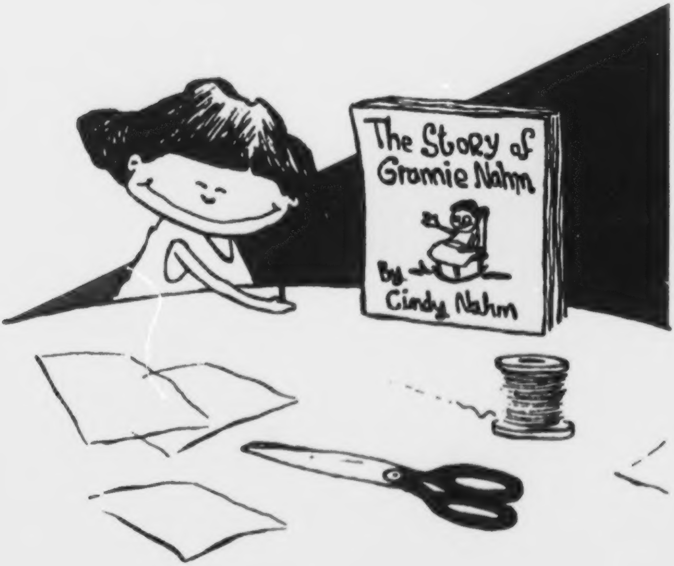
Written Talk

- Pretend you and your child are allowed to communicate only by writing letters or notes to each other—no talking is allowed; leave notes for your child to describe activities for the day and be sure to include some questions so that she can respond to by sending you a note.



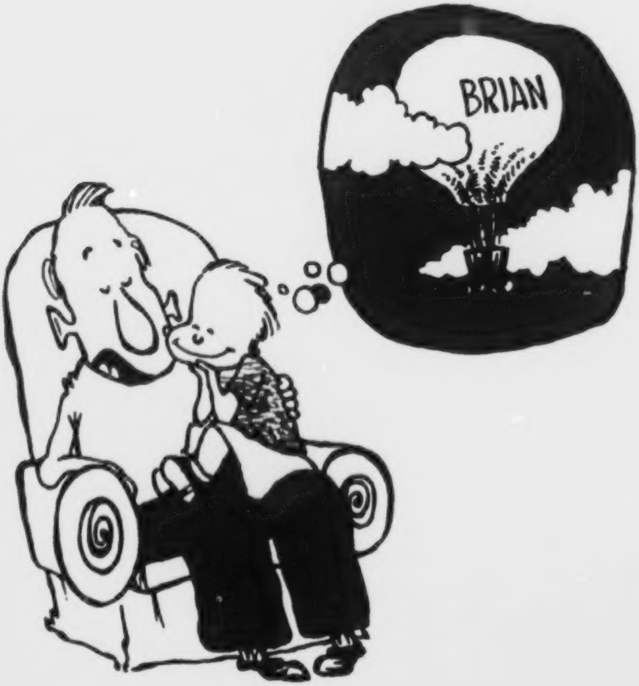
Make Books

- If there is a workshop at your school or in your community on how to make books, be sure to sign up and attend; if not, then get a book from the library which has instructions for making books; have your child draw pictures for his story first, then write the text under each picture; after the story is complete, compile it into book form and have your child design the cover. Finally, be sure to have him autograph the title page.


The Story of Grannie Nahm
By Cindy Nahm

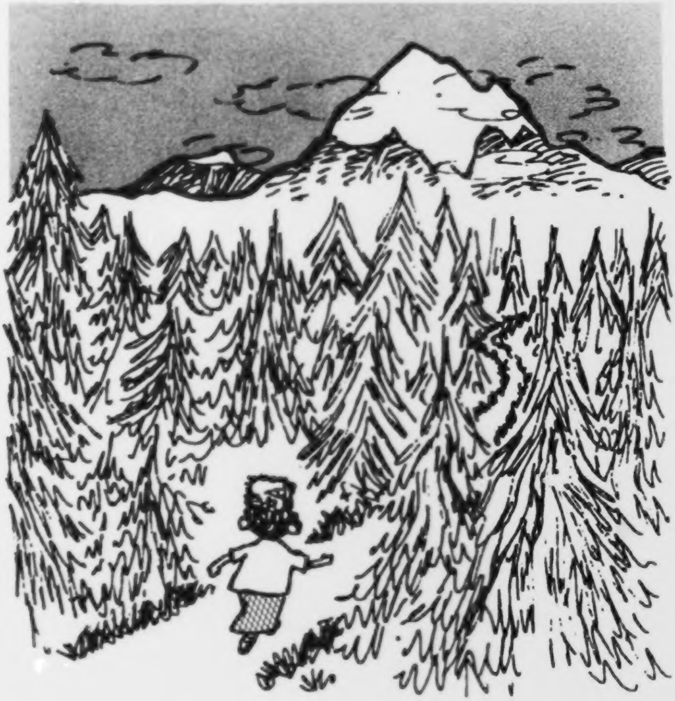
Guided Fantasy

- This activity helps children to use their creative minds to make up an imaginary story. First, have your child close her eyes; then, describe an imaginary journey in a calm voice; after you have completed the trip, have your child describe what she saw and how the trip ended. Then, if your child wishes, she could write down the story or create an imaginary journey for you to listen to and complete. The following are examples of a fantasy experience that you might use:



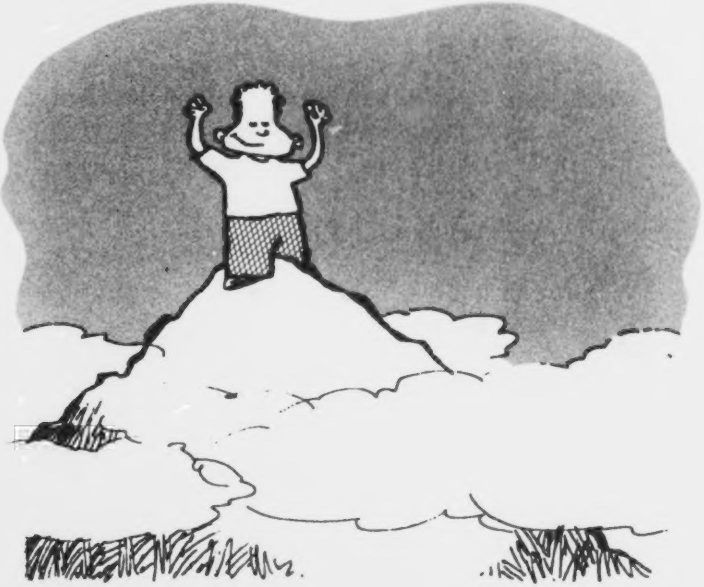
- **Sensory-Awareness Statement**
  Close your eyes and relax in your chair . . . Now listen to the noises in the room . . . Can you hear them? Feel the temperature of the room . . . Is it hot or cold?

- **Setting Statement**
  Now turn the sounds of this room into the sounds of the meadow . . . Listen to the sounds of the meadow . . . What kind of day is it? . . . Sunny? . . . Cloudy? . . . Hot? . . . Cold? . . . Imagine that you are walking on a narrow pathway toward a mountain.



✦ **Calming Statement**

A calm breeze is blowing gently on you as you walk down . . . down . . . down a pathway . . . With each step the mountain comes closer . . . and closer . . . and closer.



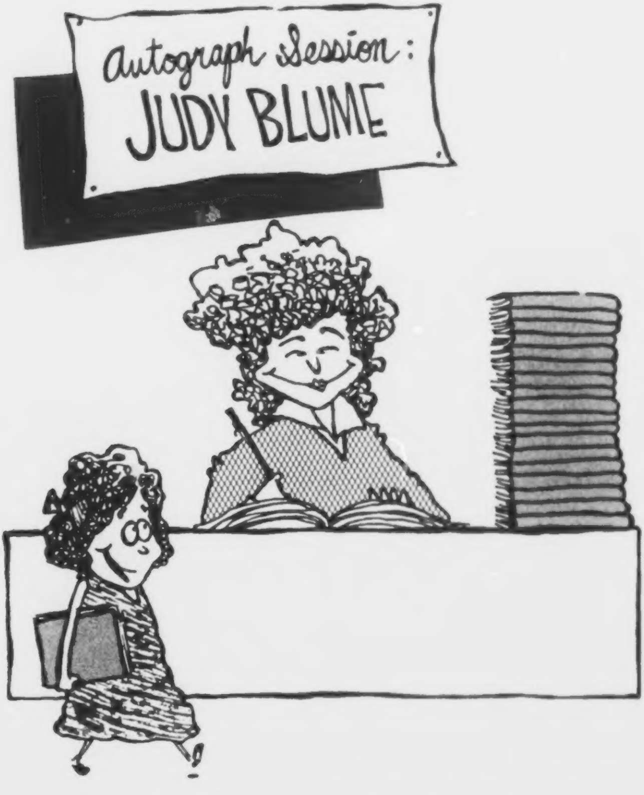
✦ **Action Statement and Calming Statement**

As you reach the mountain you begin to climb up . . . up . . . up and around and around the side of the mountain . . . Through the clouds . . . you climb up . . . up . . . up.

This activity was taken from Dorothy J. Watson's *Ideas and Insights: Language Arts in the Elementary School.*

Author Signing

- Visit a library or bookstore when an author of children's books will be signing copies of her books. Talk to your child about the author before going and have your child think of a question that he might like to ask the author. This activity allows your child to meet a "real" writer and to become more enthusiastic about improving his own writing skills.



Another Viewpoint

❖ *Upside Down Tales* (Birch Lane Press) is a series that presents a traditional tale and then the same story from another character's point of view. Look for one of the following titles:

UPSIDE
DOWN
TALES

Little Red Riding Hood: The Wolf's Tale, by Della Rowland

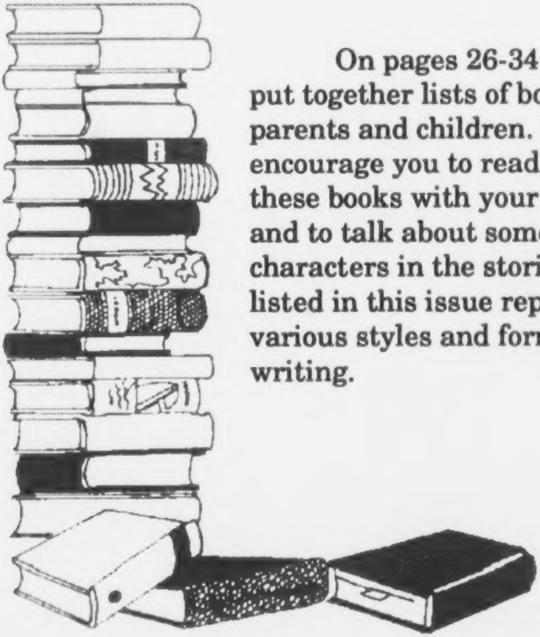
Hansel and Gretel: The Witch's Story, by Sheila Black

Jack and the Beanstalk: The Beanstalk Incident, by Tim Paulson

Cinderella: Cinderella: The Untold Story, by Russell Shorto

Then, read one of the books, and rewrite the story from another character's perspective or give your opinion about what really happened in the story.

Books for Parents and Children



On pages 26-34 we have put together lists of books for parents and children. We encourage you to read a few of these books with your child and to talk about some of the characters in the stories. Books listed in this issue represent various styles and forms of writing.

At the beginning of this issue, we mentioned that side B of the audio tape contains read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about them ahead of time.

Before you read the story, talk about the title or things that might happen in it. Then, after you have finished reading, talk about what happened in the story. By the way, if in the middle of the story something funny or interesting happens, it's O.K. to stop the tape and discuss the event, or ask your child questions such as "Do you know what marigolds, geraniums, and chrysanthemums look like? Which one do you like the best?" or "Why would storms be different in the mountains than in a city?" or "Do you know what a metronome is?" These questions make your conversations about the story more meaningful and more valuable.

When you and your child are ready, turn the tape to side B and listen to the stories as you read along together, or you may wish to read the stories aloud while your child follows along in the booklet.

Books for Parents

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities.

Beginning Literacy and Your Child, by Steven B. and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening.

Creating Readers and Writers, by Nancy L. Roser. Provides suggestions to help parents encourage their children to read. Offers several practical activities for parents.

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. Offers 101 practical suggestions for parents to help their children develop reading and writing skills in the home environment. Ideas include bedtime activities, using television, travel, games, and many other ways to incorporate literacy into the home.

See pages 78-82 for more information.

Books for Parents and Children to Share

We divide our book selections into three age categories (4-6, 6-8, 8-10). Some children will be able to read several of the books by themselves, but other books might be too difficult. With your children, look through the books at a library, school, or bookstore, and decide which ones they can read. The books that are too difficult remain possible choices since you can read them aloud to your children.

Ages 4-6

More First Words: On My Street, by Margaret Miller (HarperCollins). Bold print words and photographs present several everyday objects a boy sees in his neighborhood. Helps a child associate a word or words with a specific object.

Bunny's Birthday, by Michelle Cartlidge (Dutton). Brief text and charming illustrations describe bunny's birthday party. Small board pages make it easy for little hands to handle.

When You Were a Baby, by Ann Jonas (Greenwillow). Shows, through large print and pictures, things a child can do now that she was not able to do when she was a baby. Helps a child reading this book to see her own growth and development.

A Family for Jamie: An Adoption Story, by Suzanne Bloom (Clarkson N. Potter). Follows a young couple through the adoption process, from their expectations and planning, to Jamie's arrival in their home. A warm, thoughtful story that expresses a family's love for their adopted baby.

Bigmama's, by Donald Crews (Greenwillow). The author shares his childhood memories of summer trips to his Bigmama's house. He reminisces about visiting with family members, adventures he had, and activities on the farm.

The Way I Feel Sometimes, by Beatrice Schenk de Regniers (Clarion Books). A collection of children's poems that convey their thoughts and emotions about their world. Lively watercolor pictures accompany the text.

POETRY
READING

DRESSED to the....

Ages 6-8

Once in a Blue Moon, by Nicola Morgan (Oxford University Press). Meet Aunt Floydie and her hilarious friends and help them celebrate her birthday. Characters use idioms to express themselves, and the text is illustrated accordingly.

The Star Maiden, by Barbara Juster Esbensen (Little, Brown); Quillworker: A Cheyenne Legend, by Terri Cohlene (Watermill Press). Both books represent written forms of oral tales which were told to explain occurrences in nature. Gives children examples of expressing spoken stories in written form.

Tonight Is Carnaval, by Arthur Dorros (Dutton). Illustrated with photographs of arpilleras (folk-art wall hangings). A Peruvian child explains how he and his family and friends prepare for and go to Carnaval. As he tells about life in the Andes Mountains, he gives readers a glimpse of his family's culture.

Geranium Morning, by E. Sandy Powell (Carolrhoda). Tells the story of Timothy, whose father is killed in an accident, and his friend, Frannie, whose mother dies after suffering from an incurable disease. Reveals some of the ways they both grieve and how they support each other through difficult times.

The Jolly Postman or *Other People's Letters and The Jolly Christmas Postman*, by Janet and Allan Ahlberg (Little, Brown). Both books present various ways people communicate through writing. These delightful and imaginative collections include greeting cards, personal and business letters, advertisements, invitations, story books, a guide, and a postcard. Goldilocks, B. B. Wolf, and Cinderella are just a few of the characters sending these messages.

=TELEGRAM=
Start. Porridge is
too HOT. STOP. Will
try chairs next. STOP.
-Goldy-

Ages 8-10

Danger on the African Grassland, by Elisabeth Sackett. (Little, Brown). The author has written this story about a mother rhinoceros and her offspring to communicate a message about saving endangered animals from human destruction.

All the Colors of the Race, by Arnold Adoff (Beech Tree). Poems expressing the thoughts of a person whose heritage is both black and white, and Protestant and Jewish. Provides a message of hope for the future.

Song of the Trees, by Mildred D. Taylor. Based on a true story that occurred in rural Mississippi during the Depression. The author recounts her father's description of the huge trees on their homestead and his family's struggle to save them. A touching story depicting a love of nature and a fight for personal integrity.

♫ Tie a Yellow ♪ Ribbon... ♪ ♫

Chingis Khan, by Demi (Henry Holt). Based on both history and legend, this tale portrays the life of a boy, Temujin, who later became the infamous Chingis Khan. Parents may point out to their children that people who wrote historical accounts have affected the way we perceive history now, because of the way they expressed themselves and their opinions in their writings.

My Life (and nobody else's), by Delia Ephron and Lorraine Bodger (Running Press). Bold and flashy graphics illustrate this fill-in-the-blanks type of diary for recording thoughts, feelings, and facts about a child's life. Pages include space for writing about school, family, friends, emotions, music, problems, pets, dreams, and rules.

Kids Explore America's Hispanic Heritage, by the Westridge Young Writers Workshop. (John Muir Publications). Written for kids, by kids, to give readers a view of America's Hispanic culture. Covers history, food, festivals, art, stories, and language. This book was developed by students in the Westridge Young Writers Workshop, Jefferson County, Colorado. Provides an example of children writing for a purpose.

Magazines

Also ask your librarian for the following magazines:

Children's Album

Cricket

Highlights for Children

Reflections

Seedling Series: Short Story International

Shoe Tree

Stone Soup: The Magazine by Children

☆ ☆ ☆ ☆ ☆

Read-along Stories

HARMONY LN
LUNCH

The Houses on Harmony Lane

by Lloydene Cook

Things to do *before* reading the story

Talk about what the word "harmony" means. Think about the houses on your street. Can you describe or draw some of the houses on your street? If you can't remember certain things, take a walk to refresh your memory.

There were six houses on Harmony Lane.

Mr. Moose lived in the first house. The Raccoon family lived in the second house. Mr. Fox lived in the third house. Miss Possum lived in the fourth house, and Mr. and Mrs. Squirrel lived in the fifth house. Nobody lived in the sixth house.

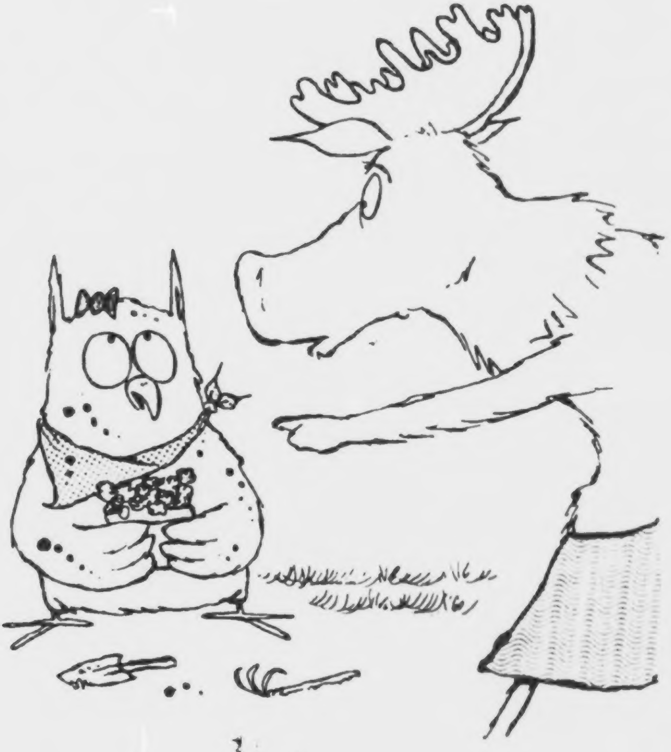
All six houses were exactly alike. They were each painted yellow. They all had white shutters and blue-checkered curtains at the windows. There were red geraniums growing in each flower bed, and there was one maple tree planted in exactly the same spot in each front yard.

Everyone was happy on Harmony Lane until Miss Owl moved in. The first thing Miss Owl did was to replace her red geraniums with marigolds and chrysanthemums.

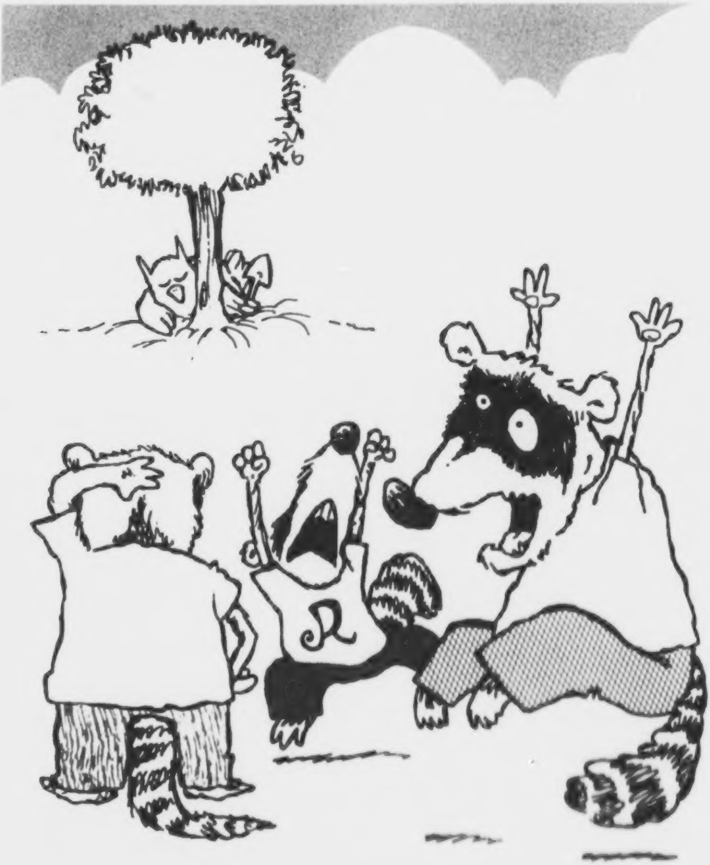
The neighbors watched and whispered among themselves.

"We've always grown geraniums on Harmony Lane," Mr. Moose sniffed.

"Geraniums are nice," Miss Owl said. "But I also like marigolds and chrysanthemums."



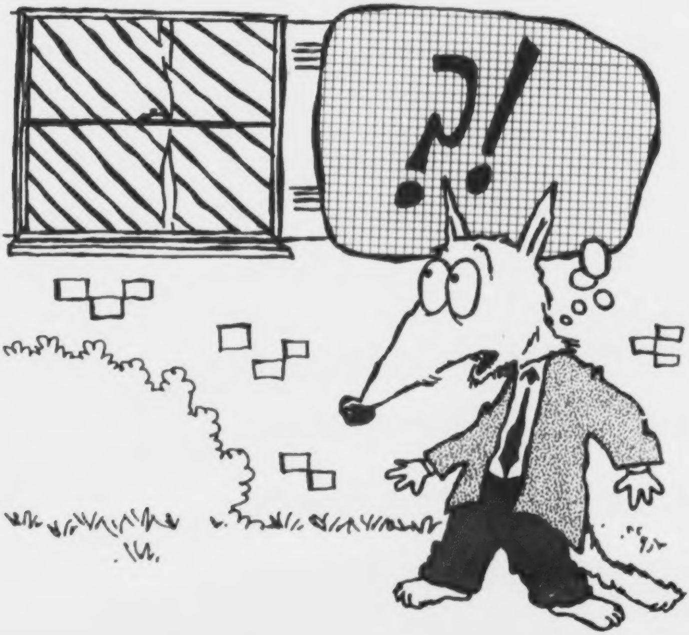
The next thing Miss Owl did was to plant a persimmon tree in her front yard.



"Nobody else has a persimmon tree on Harmony Lane," the Raccoon family complained.

"I'll share my persimmons with everyone," Miss Owl said.

One day Miss Owl took down her blue-checkered curtains and hung red-striped ones.



"No one on Harmony Lane has ever had red-striped curtains," protested Mr. Fox.

"I made them myself," Miss Owl said. "Aren't they cheerful?"

Then the worst thing happened. Miss Owl painted her house green.

"But all the houses on Harmony Lane are yellow," Miss Possum whined.

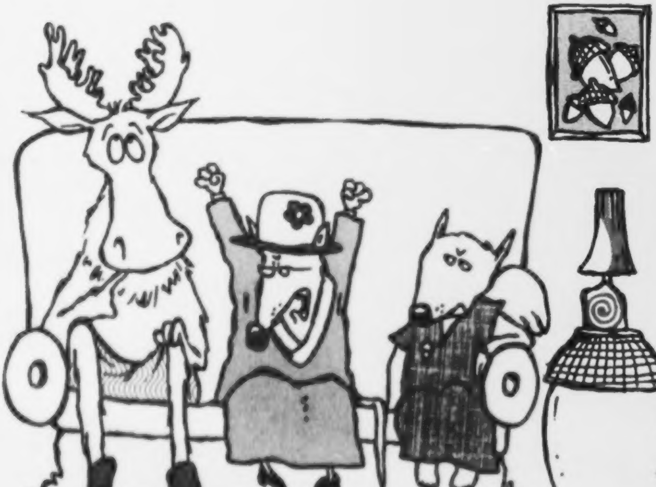
"Now there is a green house on Harmony Lane, too," Miss Owl said with a smile.

Later that day all of Miss Owl's neighbors held a meeting at Mr. and Mrs. Squirrel's house.

"Oh, whatever shall we do?" cried Miss Possum.

"Miss Owl's house is different from all the rest," said Mr. Squirrel.

Mr. Moose scratched his head. "Maybe it's good to be different," he said. "I've always wanted to have a blue house with yellow shutters. I think I'll paint my house, too."



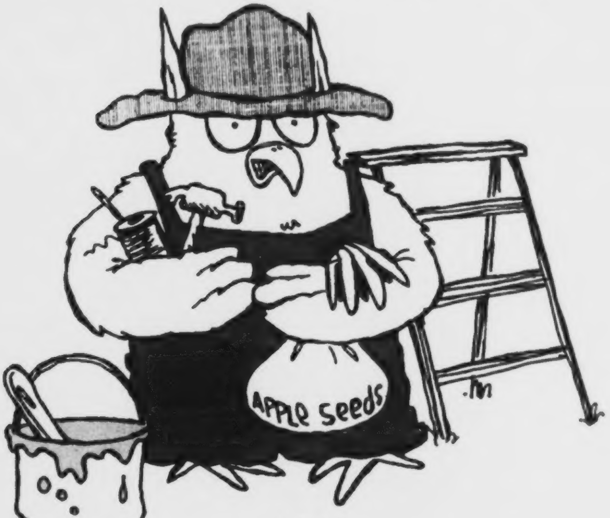
"We have always wanted to have some apple trees," Mrs. Raccoon said. "We'll plant some tomorrow."

"And I'm going to sew some new curtains," Mr. Fox said. "I have always wanted green curtains."

"Well, I'm going to build a white picket fence around my house," said Miss Possum.

The next day all the neighbors worked on their houses.

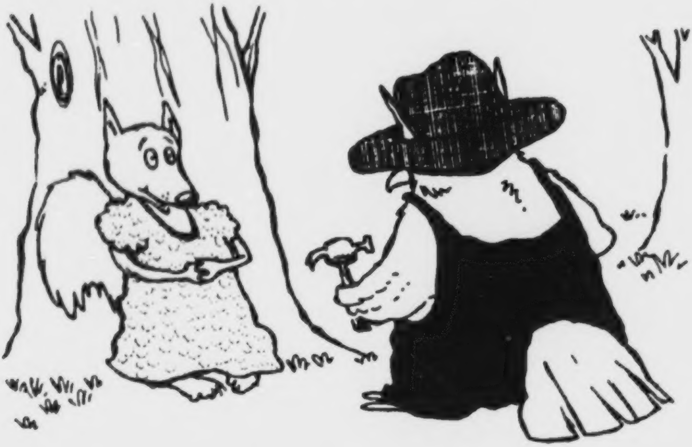
Miss Owl helped, too. She helped Mr. Moose paint his house blue with yellow shutters. She helped the Raccoon family plant apple trees. She helped Mr. Fox sew some green curtains, and she helped Miss Possum build a white picket fence.



When she came to Mr. and Mrs. Squirrel's house, she found them sitting under their maple tree. Their house was still yellow with white shutters and blue-checkered curtains.

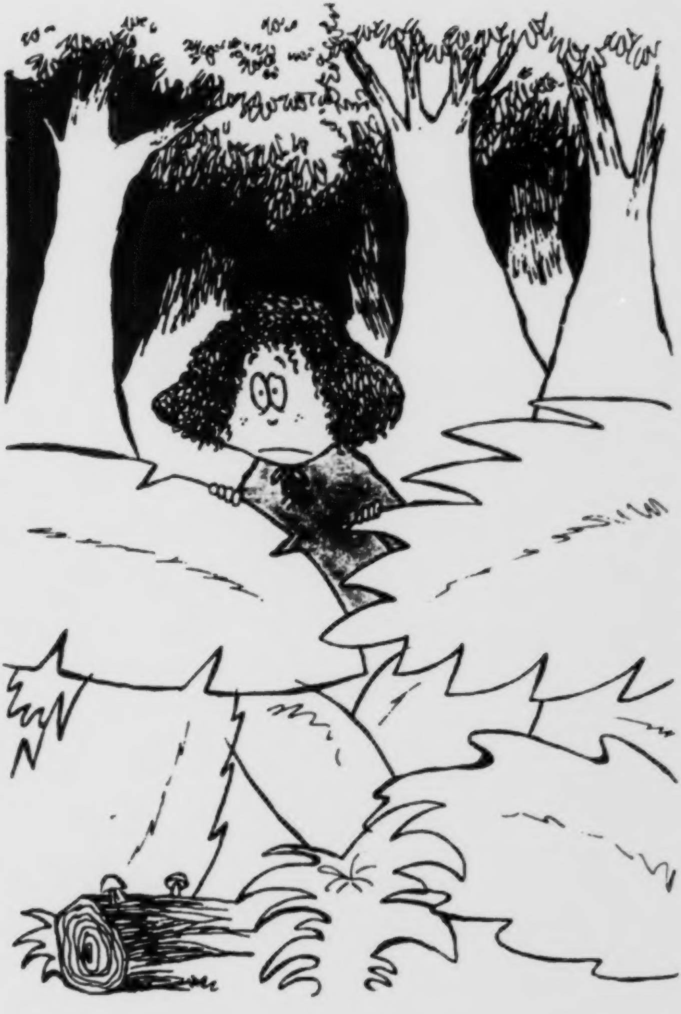
"We decided not to change a thing," said Mrs. Squirrel.

"That's a wise decision," said Miss Owl. "You will feel most at home in a house you like."



Things to do *after* reading the story

Why was everyone on Harmony Street so unhappy when Miss Owl moved in? Would you like to live on a street where all the houses were alike? Why or why not? How do you think everyone living on Harmony Street felt at the end of the story? Draw or talk about your dream house. What do both the outside and inside look like?



Sara's Discovery

by Nancy Brayton-John

Things to do *before* reading the story

What does it mean to make a discovery? Talk about things you have learned or discovered in the last week.

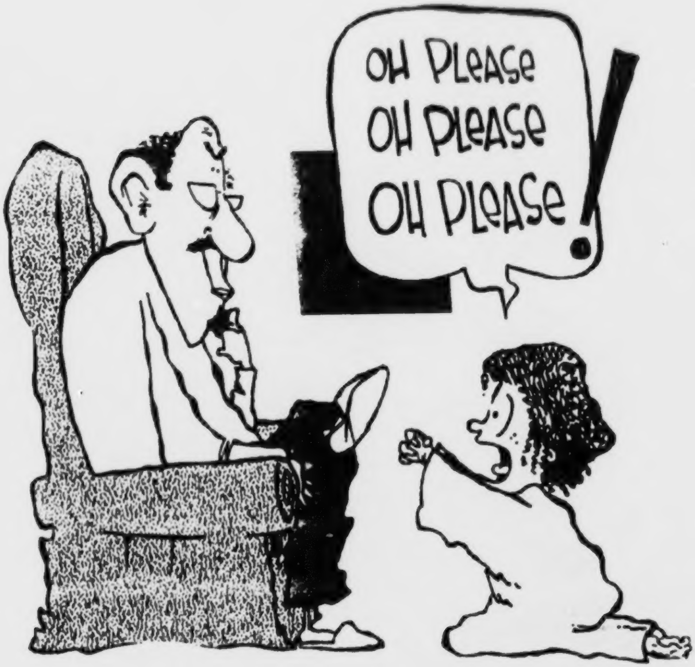
As she stumbled through the underbrush, Sara glanced worriedly over her shoulder. Grandpa John had warned her to turn back if she saw any storm clouds gathering. She was so intent on following the fawn after she surprised it in the meadow, that she hadn't noticed she had wandered off the path.

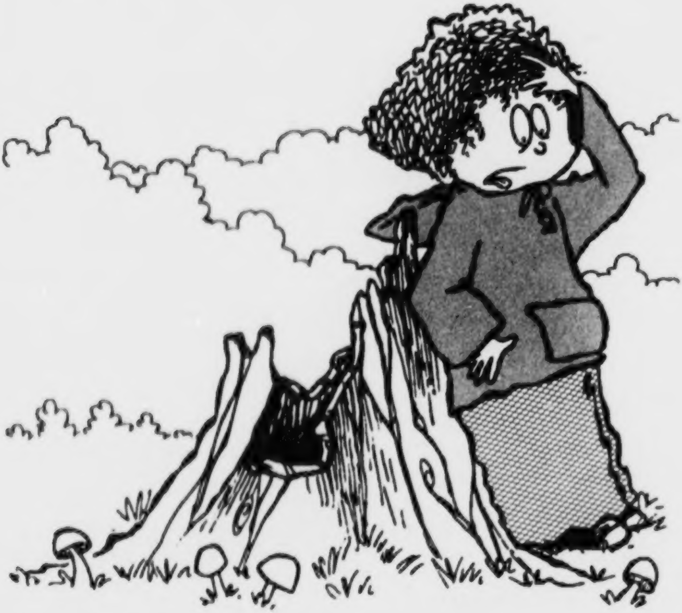
"Oh, brother!" Sara mumbled under her breath. "Grandpa John will never let me out of his sight again if I blow it the first time I'm out on my own."

Sara was visiting her grandfather in his mountain cabin for the summer. She'd been there two weeks already and this was the first time he'd trusted her to explore the forest by herself.

She remembered the argument they'd had about it last night. She'd been just as stubborn as he had. So what if she was only twelve years old? She spent most of her afternoons at home riding the city buses to parks or museums. She'd never gotten into any trouble she couldn't get herself out of.

Sara had begged Grandpa John to let her try this day hike alone to prove that she'd learned her way around. If she pulled this off, then maybe he'd let her try an overnight trip later.





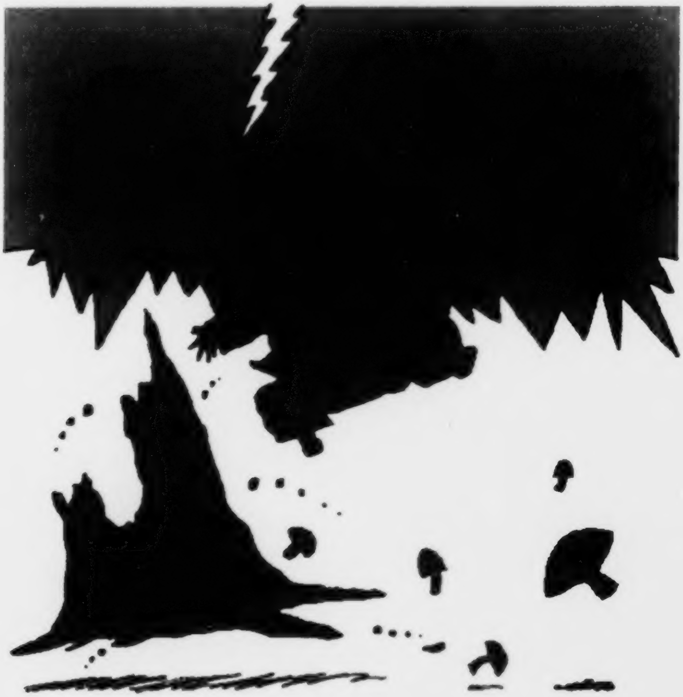
She stopped and leaned against a crumbling stump. Her breath was coming in ragged gasps, and she could feel her heart hammering in her chest.

"Calm down!" she whispered as she took a deep breath. "The path has to be nearby. I didn't follow that fawn for more than fifteen or twenty minutes."

Talking to herself always seemed to help her figure out her problems. It was a trick she'd learned from her mother and it had worked countless times before. It never failed to clear her head and lift her spirits.

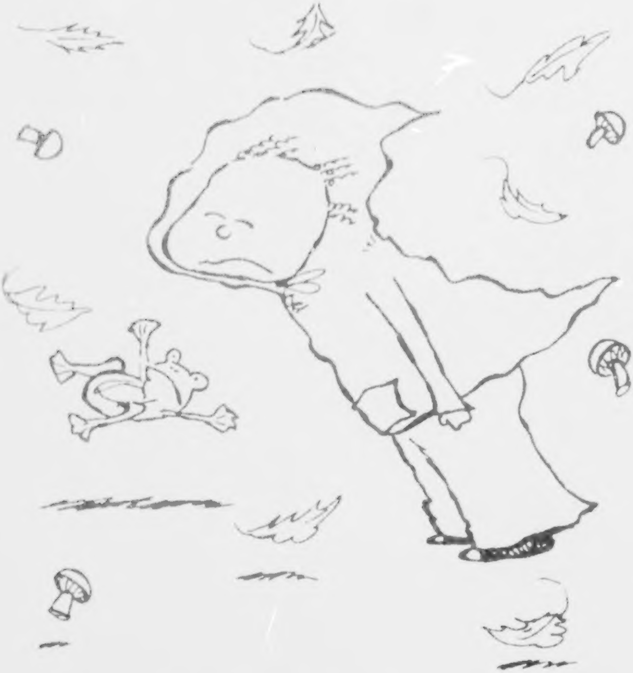
Sara shivered as she glanced around, hoping to see something familiar. These afternoon thunder storms were totally new to her. Storms seemed to come up so quickly here in the mountains. Only half an hour ago the sky had been a deep blue. Now black, threatening clouds whirled across the gloomy sky.

A flash of light brightened the sky. Then five seconds later . . . BOOM! The thunder cracked through the treetops and jarred her away from the stump.



Sara's fingers trembled as she tugged the hood of her sweatshirt over her hair. She shivered as she tucked the unruly ends impatiently under the hood.

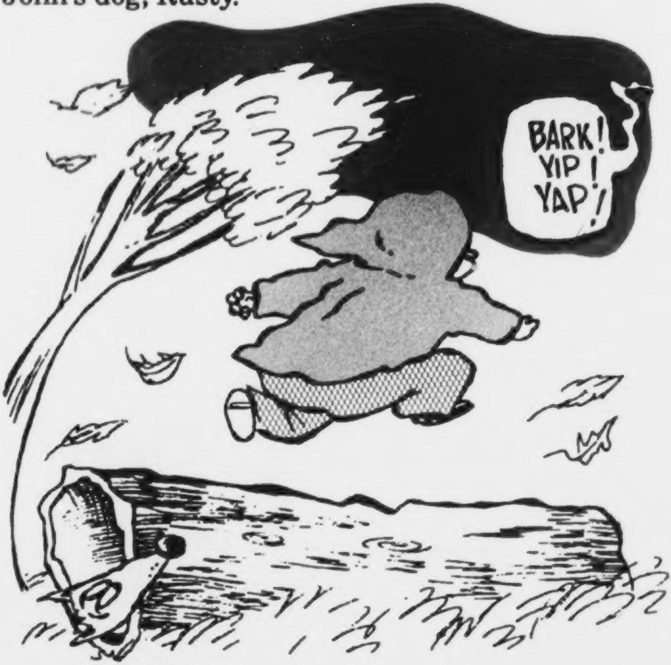
"I don't need anyone to help me!" she said. "I just have to think of a way to find my way back to the main trail."



She dug her hands into the pockets of her jeans and hunched forward to protect herself from the gusts of wind that whipped around her as she walked. "Okay," she muttered. "I'm lost, I admit it. So now what do I do?"

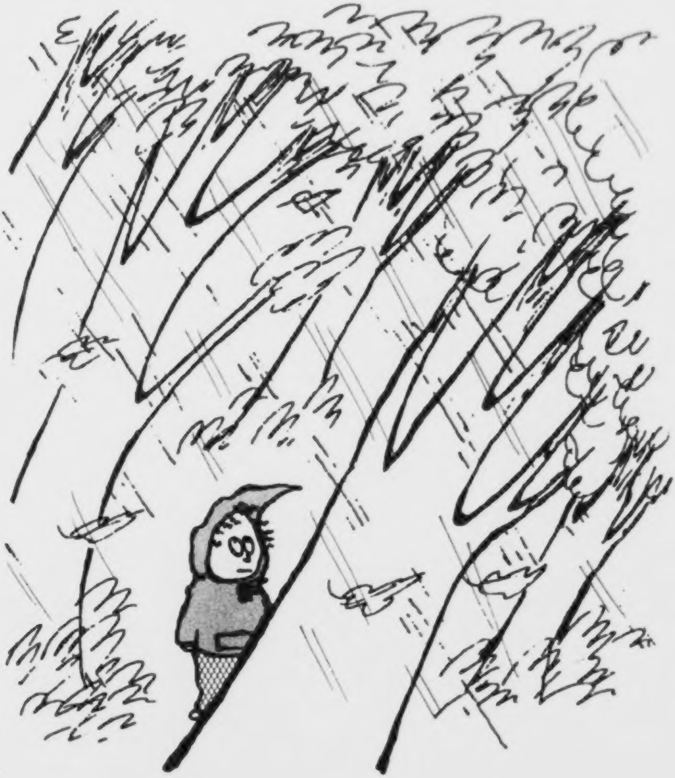
The rain was coming down in sheets. Sara could barely see her hands in front of her face. She'd just have to find a place to wait until the storm blew itself out.

Suddenly, a faint barking in the distance caught her attention. She strained her ears to catch the muffled noise. It sounded like Grandpa John's dog, Rusty.


BARK! YIP! YAP!

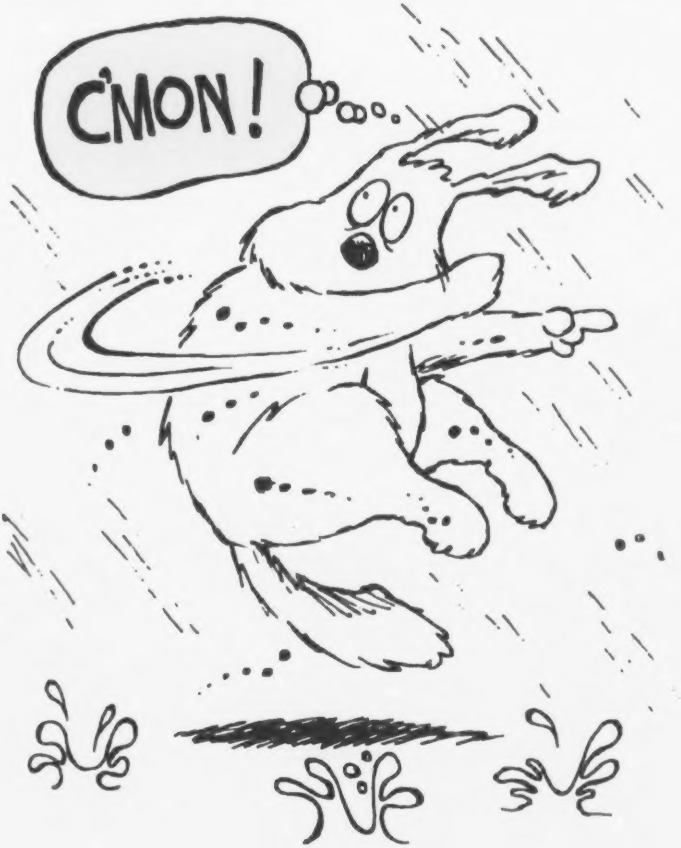
"I'm over here Rusty!" she shouted as she scrambled toward the barking dog. Too relieved to care where she was going, she jumped over logs and charged through the underbrush. Rusty's bark was getting closer and closer.

Another clap of thunder rumbled overhead. This time pounding rain followed it, and pelted her face and arms with sharp, stinging drops. The treetops swayed with the wind like giant metronomes. Sara stood still and watched with wonder as the trees rocked back and forth with the wind. Each time she thought one would surely break or fall over, it recovered and bent back again in the other direction. The whole forest seemed to be swaying around her in a special rhythm all its own.

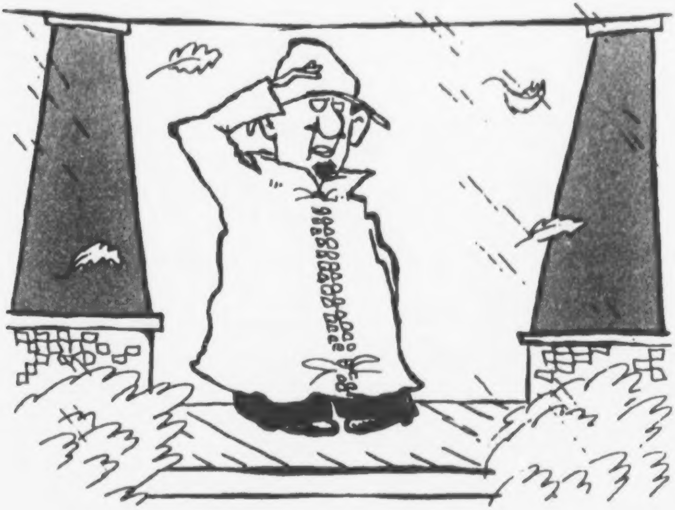


It was awesome. She seemed so small and powerless compared to this wind. None of her previous adventures had prepared her for this.

Just then she felt a tug on her tennis shoe. There was Rusty! She knelt down and buried her face in Rusty's rain-soaked fur. Rusty whimpered and wiggled out of her arms. He dashed ahead, then glanced back at Sara. She was right behind him!



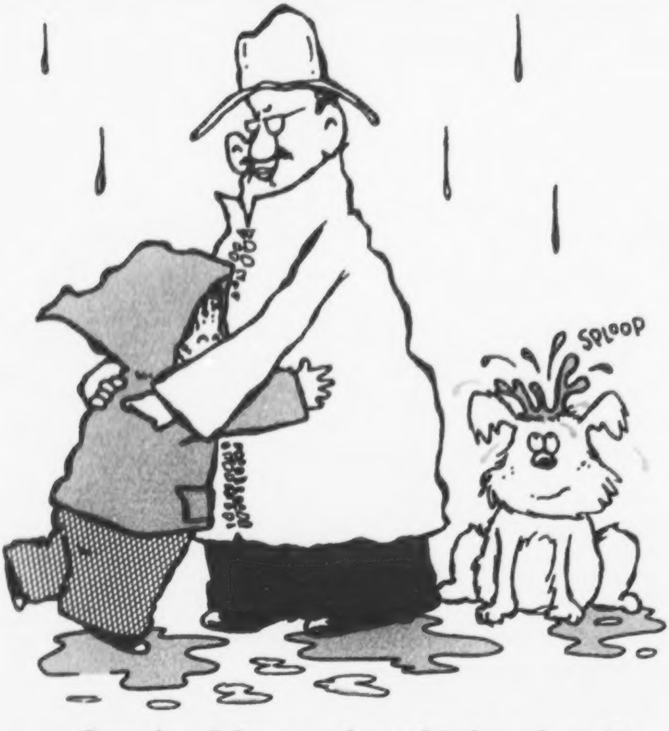
The rain had turned the forest into an obstacle course, and Sara's feet slid in the mud as she raced to keep up with Rusty. Branches scratched her face, and her cheeks were so spattered with mud that the freckles her grandfather teased her about were barely visible. Rusty stopped now and then to make sure Sara was following close behind.



At last they came to a clearing in the forest. There was Grandpa John's cabin. He stood on the porch in his yellow slicker peering into the storm. Sara rushed into his arms and hot tears ran down her cheeks into his beard.

"I see my search party found you," he said with a twinkle in his eye.

"I'm sorry, Grandpa John," she sobbed. "I should have listened to you. I really don't know enough about the forest to take care of myself yet."



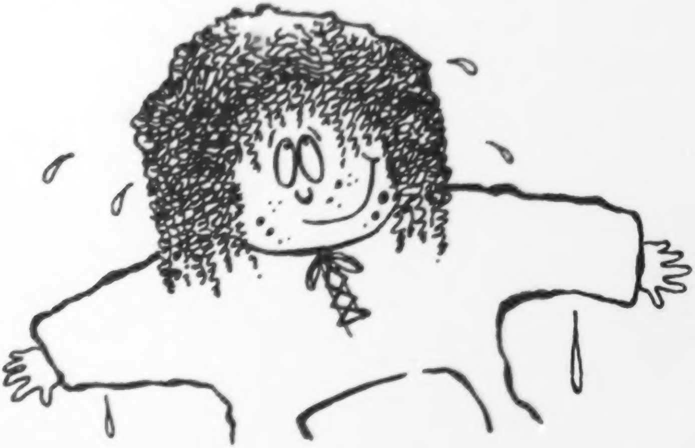
Grandpa John gave her a big bear hug. He tilted her chin up and wiped the mud and tears from her cheeks with a big red handkerchief.

"Sara," he said. "You've just learned the most important lesson of all. It's all right to need people and to ask for help when you need it. We'll take that overnight trip together, and I'll teach you everything I know. I love you, Freckles!"

Sara pulled back the hood of her sweatshirt and shook her wet head real hard, just like she'd seen Rusty do when they'd jumped up on the porch. Then she peeked out from under her curls and grinned at Grandpa John.

"Well, how about showing me the quickest way to dry out after getting drenched in a thunderstorm?" she giggled.

Rusty barked twice and wagged his tail. Hand in hand, Sara and Grandpa John followed him into the warm cabin.



Things to do after reading the story

What do you think Sara discovers? Together, make a list of the things each of you likes to have help with. Then make another list which includes things each of you likes to do alone.

Diamonds in the Rough

by Vivian Endicott

Things to do *before* reading the story:

"Finders, keepers. Losers, weepers." Have you ever heard this saying? Talk about a time when you found something that belonged to someone else. What did you do with it? Have you ever lost anything that was important to you?

It was a cool, windy day. As Toby and Kani scurried home from school, the orange and brown leaves twirled through the streets and crackled under their feet.

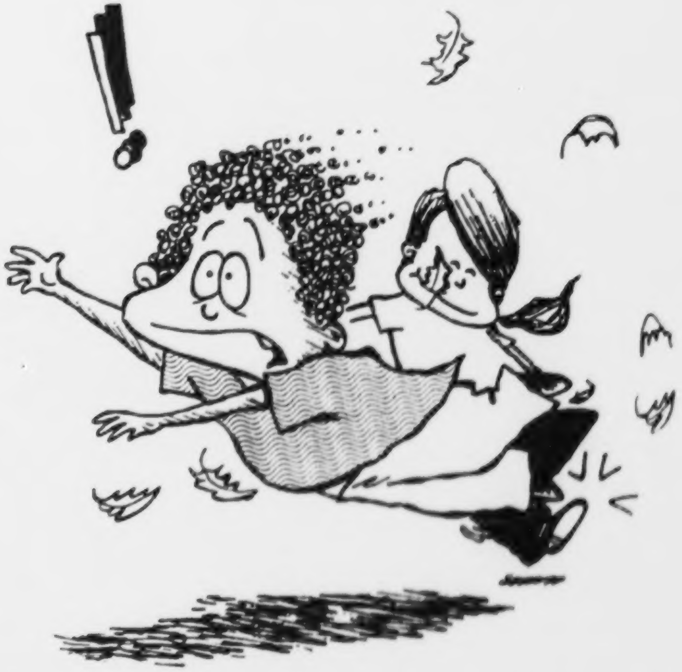
"Bet I can catch more leaves than you," screeched Toby, as he reached upward to catch a large orange maple leaf.

"Bet you can't" cried Kani, and she plucked it right out of his hand. "Ha. Girls can do anything better than boys."

Toby quickly reached for another one, but Kani snatched it, too.

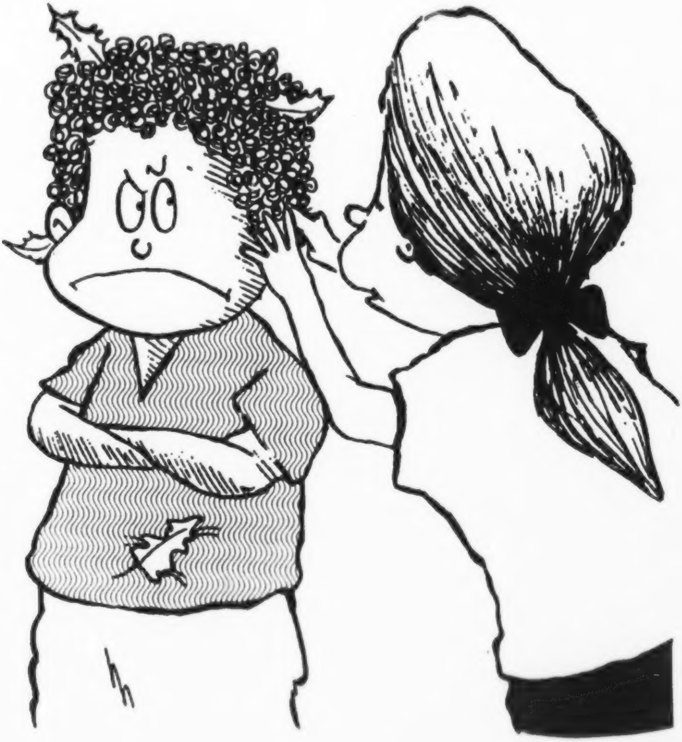
"No fair. You're taller than I am. Let's quit."

"Spoil sport is what you are, Toby Jones," yelled Kani as she ran ahead. She jumped into a large pile of leaves, and tossed them in the air. She had leaves clinging everywhere. Her long brown ponytail was covered with orange-colored leaves. There was even one stuck on her freckled nose. As Toby went by, she put one foot out, and down he went.

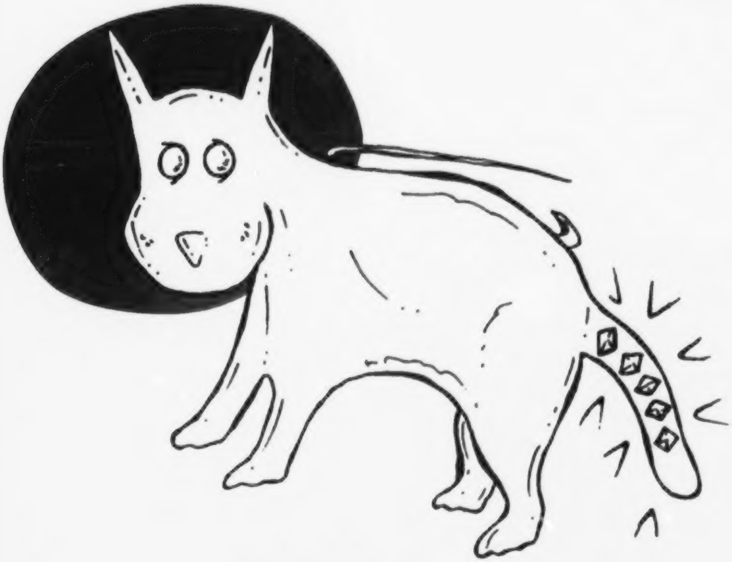


If looks could kill, Kani knew she would be dead. Poor Toby, she thought, he just can't take a joke.

"Now why did you do that?" yelled Toby. "Just look at me! I'm so covered with leaves that a bird would think I was a tree. Ouch! My ear hurts. I think I got a burr stuck on it. Take a look."



Kani scooted over the mound of leaves and stared at Toby's ear. "No, it's not a burr. It looks like a pin. Hold still and I'll pull it out. Your hair is tangled around it." She pushed Toby's black curly hair away from his ear, and the pin flopped out in her hand.

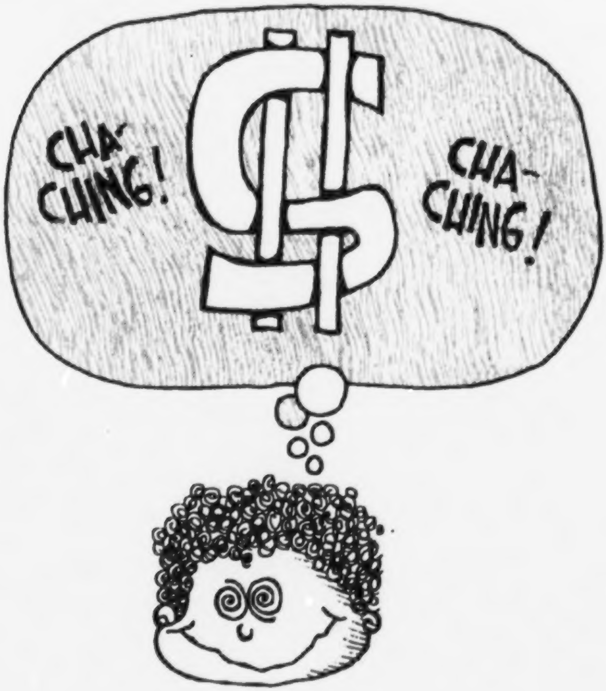


Kani looked at the pin and carefully turned it over and over in her hand. It was about four inches long and made in the shape of a cat. Two green stones the size of small peas formed its eyes. The cat's body was tawny gold and there were diamond-like stones on its tail. Kani weighed it thoughtfully in her hand. "For such a little thing, it's pretty heavy," she said. "Here, you take it." As she gingerly placed the brooch in Toby's hand, it sparkled in the sunlight. "I wonder if this is real gold," said Kani.

Rubbing his ear with his free hand, Toby proclaimed, "I know the pin is real. My ear still hurts. But it's probably just a cheap imitation."

"But what if it is real? Someone must have lost it. I think we should take it to the police. What if you lost something? Wouldn't you want someone to return it, if they could?"

"Hey, that's a good idea. We might even get a reward!" Toby grinned, and Kani imagined his cash-register mind busily counting dollars to spend on video games at the Knight's Den. Knight's Den was Toby's favorite hang-out.

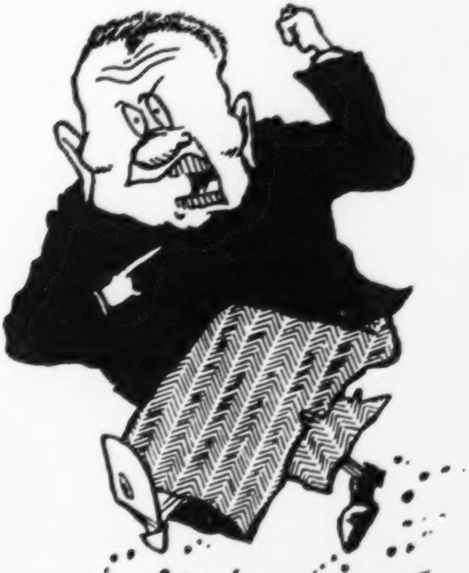

CHA-CHING!
CHA-CHING!

Toby grabbed Kani's hand, and shouted, "Come on, let's go."

"Don't break my arm. I'm coming. Slow down, Toby. I . . . I . . . I'm out of breath," Kani stammered.

Just then someone shouted, "Hey, kids, wait a minute."

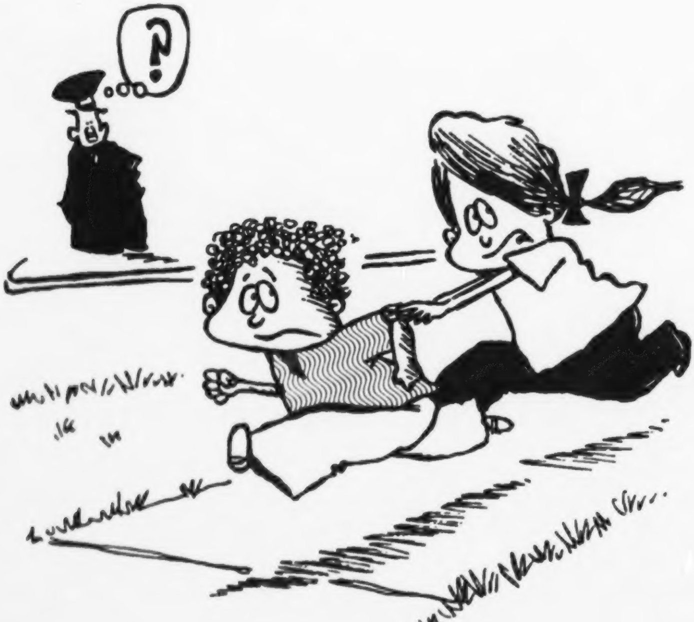
Kani and Toby turned swiftly around and noticed a red-faced man scampering after them. "I think you have something of mine. Let's have it. Now!" he yelled.



"Did you lose something, mister?" Kani cautiously asked.

"You heard me. Give it here," he hissed, and then he grabbed for the pin. "Ouch . . . ."

Kani thought the man looked suspicious. "Run, Toby, run. I don't think this belongs to him," Kani cried, as she jerked the pin out of Toby's hand and began running. "Hurry, Toby, he's right behind us."

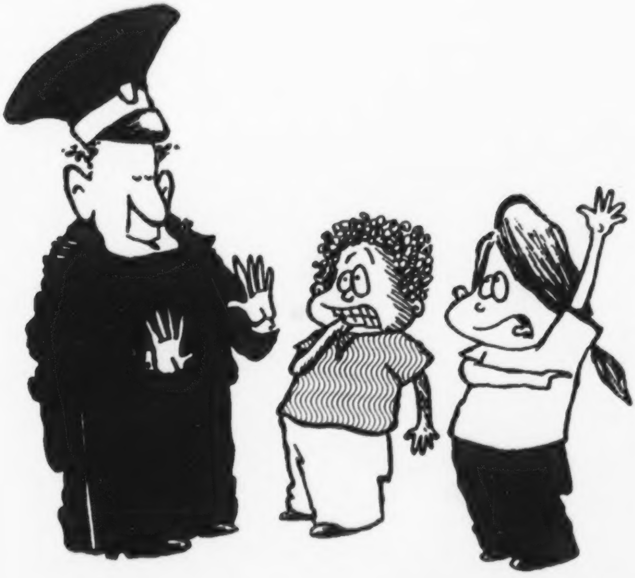


As they came around the corner, a policeman crossing the street spied them and yelled, "What's goin' on?"

The red-faced man jumped back in the alley and fled.

Kani breathlessly exclaimed, "We found this pin, and that man . . . . Where is he?"

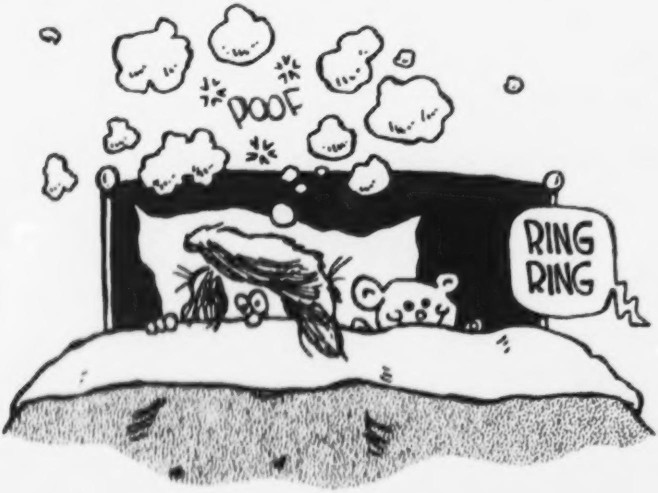
"Slow down. What pin are you talking about?"



Toby related the story, with Kani's approval, and the police-man took the pin and examined it.

"It does look like real gold. You say that man who was chasing you says it's his? I'll just take it to the station and then we'll find out who it belongs to. Come along, now. I'll see you to your home. What's the address?"

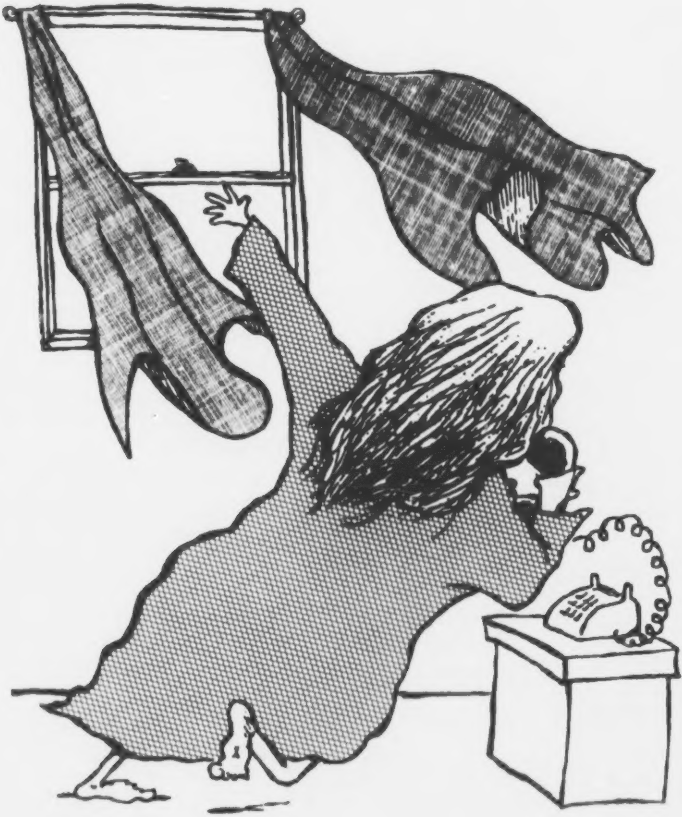
Kani slept fitfully that night. Early in the morning she had a dream. Diamonds, rubies, and emeralds scattered in every direction. A tawny-colored cat batted them playfully with his paw as though they were bright balls of yarn. Lightning bolts followed when the jewels collided. The cat pounced on falling crystal raindrops and the golden bell on his collar tinkled as he chased one of the rolling emeralds. Suddenly, the sound of the tinkling bell became louder. As it did, Kani eased open her sleepy eyes. When she began to wake up, she realized two things. First, she became aware that the storm she'd been dreaming about was real.



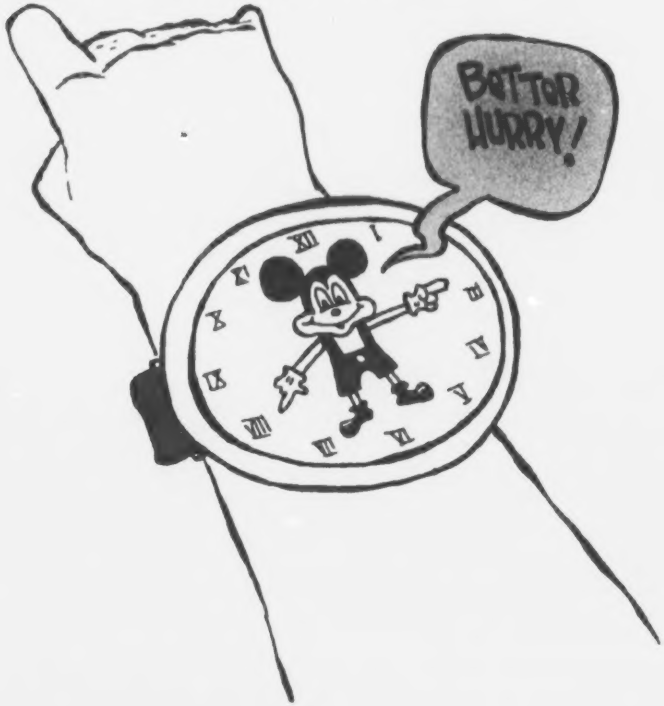
Then she noticed that the tinkling bell which had wakened her was actually the telephone. "Oh no! I left the window open," she groaned. "I bet the drapes are ruined."

She jumped out of bed, quickly shut the window, and grabbed the phone—all in one fluid motion.

"Hello, hello. Is that you, Toby? Why'd you wait so long to call? Meet me at the Den in fifteen, no, say about twenty minutes," she exclaimed.



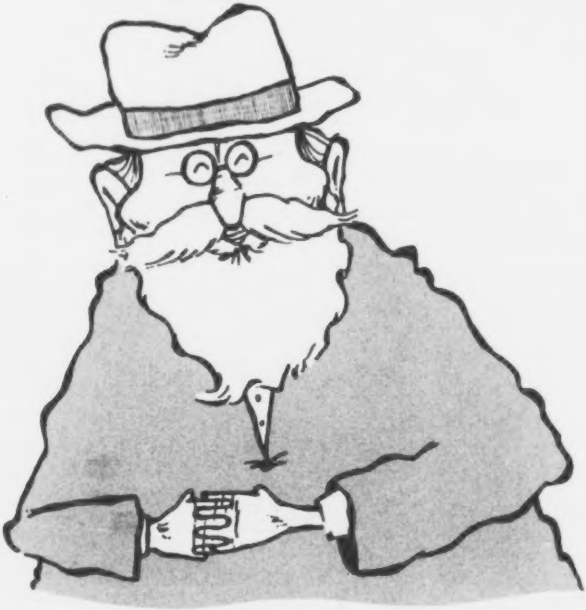
She rushed into the bathroom, grabbed two or three towels and began wiping the windows and floor. When that was done, she tossed her acid-washed jeans out of the drawer, pulled a red and black sweatshirt from its hanger and hurried into the shower. Even though she was ready in just minutes, as she glanced at her Mickey Mouse watch, she thought, "No time to waste . . . better hurry . . . Toby had better be there."


BETTER HURRY!

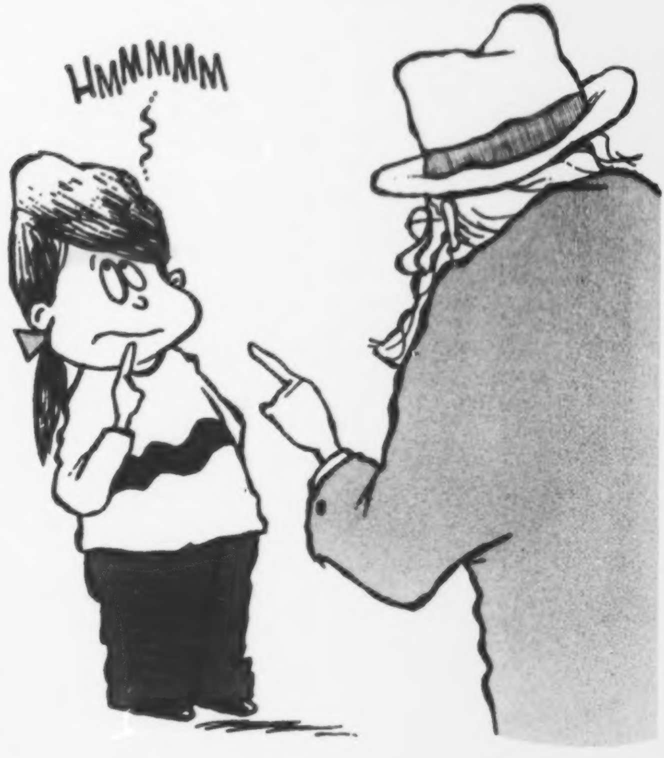
Kani ran down the concrete steps and opened her umbrella as the rain poured down the trellis on her. "A good day for ducks," she mumbled.

She didn't look back as she hurried around the corner. Just then a hand fell on her shoulder and a gruff voice said, "Hold still, I want to talk to you."

Kani froze in her tracks. She was afraid the gruff voice belonged to that horrible red-faced man who had chased her and Toby yesterday. "Who . . . Who are you?" Kani asked, as she looked up into the bluest eyes she had ever seen. The white-bearded, elderly man was peering at her through tiny gold-framed glasses. She thought that he looked like Santa Claus, and wondered if his belly shook like a bowl full of jelly when he laughed.

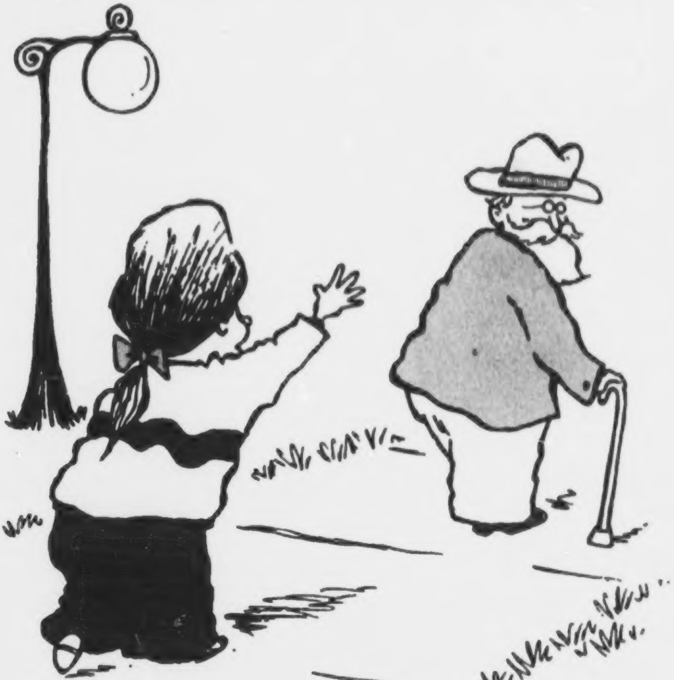


"I'm sorry if I frightened you, young lady, but weren't you playing in the leaves by that big oak tree on Eighth Street yesterday evening?"



Kani couldn't make up her mind. Should she run, should she scream, or should she answer his question? But this wasn't the man from yesterday. Maybe if she talked to him, she could help Patrolman McDaniels find out who the pin really belonged to.

"Please don't be afraid. Maybe I'd better explain," said the old man. "I'm Mr. Yancy, a jeweler, and I live on Eighth Street. When I got home last night, I reached into my pocket for a pin that I was to repair, and it wasn't there. I came out and searched for it. Then I remembered seeing two kids playing by the oak tree and thought perhaps they had found it." He paused and then stated, "That's all I wanted." He turned to walk away.



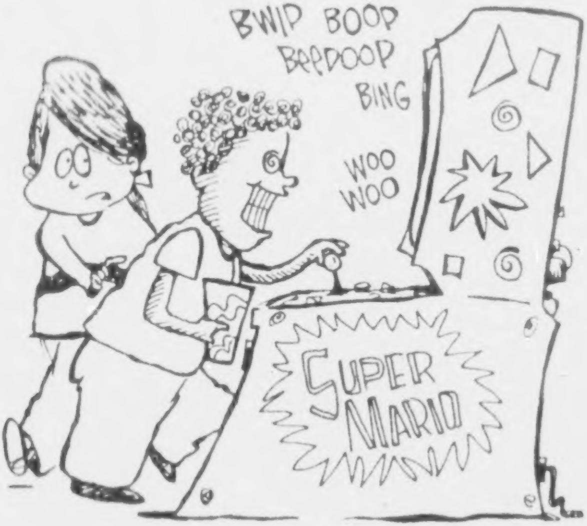
"Wait, Mister. Er . . . Toby and I did find a pin. We gave it to a policeman. He said he would check on it."

Mr. Yancy's face lit up with pleasure as he said, "Thank you very much, young lady." He bowed politely and asked, "Could I please have your name?"

"Kani."

"Kani?"

"Yes," she answered and ran down the street. She didn't stop until she pushed open the door to the Den. Her eyes quickly scanned all the kids enthusiastically playing video games until she spied Toby. He was gulping a cola and was totally involved in a game of Super Mario Brothers III. Toby's whole body jerked with each play he made, and he was yelling like crazy. "Slow down, Toby, slow down," Kani said softly over his shoulder.



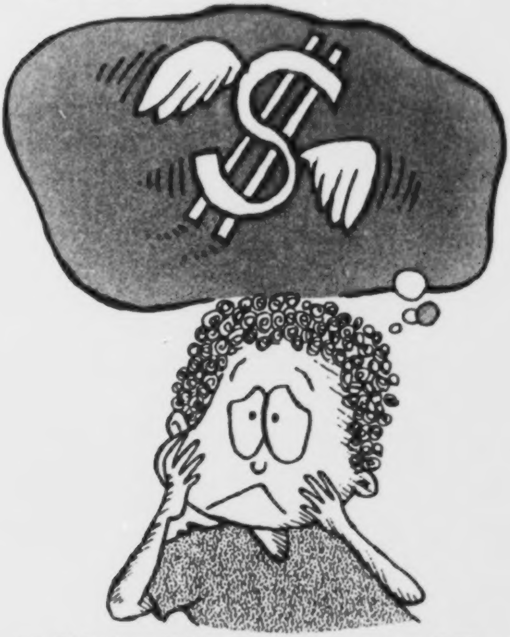
He swung around quickly, almost spilling his cola. "Where have you been?" he asked.

"I believe I just talked to the man who lost the pin," Kani said, and she told Toby what had happened.

"Boy, oh, boy. We'll probably get a reward. How much do you think we'll get?"

"Nothing."

"Nothing?" cried Toby. "Why?"



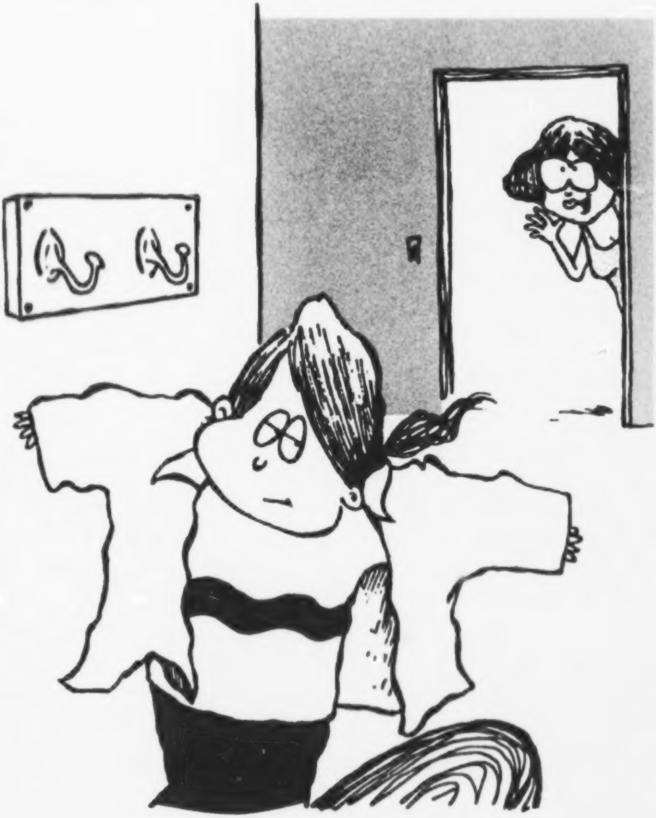
"I didn't tell him my last name," Kani murmured. "I really wasn't sure that he was the owner. I just ran."

"That was dandy," said Toby.

"But, Toby . . . . "

"Forget it. Come on, let's play some games!"

That Saturday passed quickly. After they finished playing video games, Toby and Kani decided they would go to the movies after supper. While she was putting on her brown leather jacket, her mom called, "Someone to see you, Kani."



She hurried into the living room and there stood Mr. Yancy.

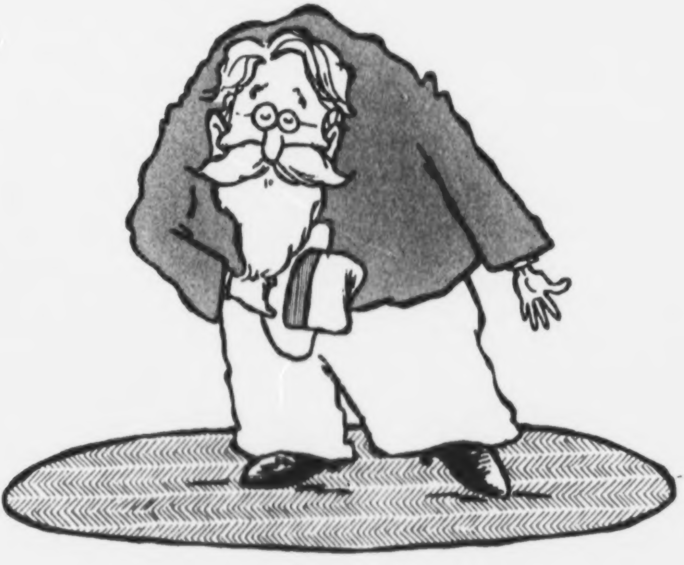
"Hello again, Kani."

"How did you find me?" asked Kani.

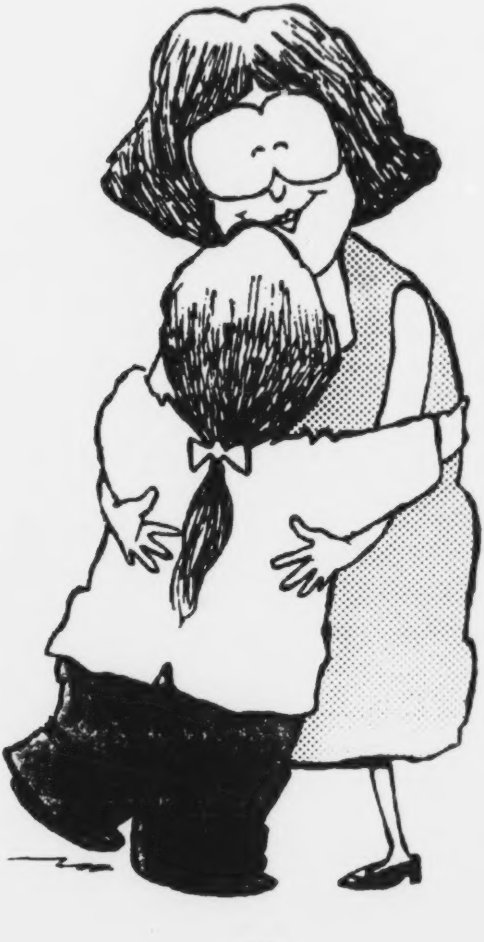
"I've explained everything to your mother. Here's a little gift for you and your friend."

"But . . . ."

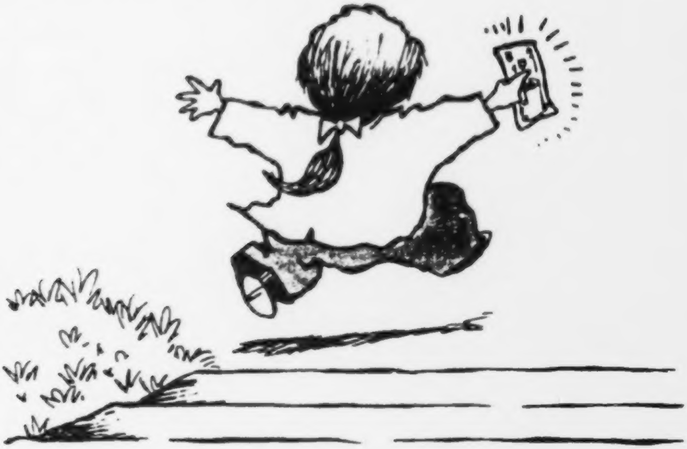
"I cannot thank you enough," and having expressed his gratitude, he bowed and walked down the steps.



Kani's mother hugged her and said, "He found out who you were from Patrolman McDaniels. He said the pin was worth about fifteen thousand dollars! He was grateful that you were honest, and I'm so proud to have a daughter like you."



Kani looked at the hundred dollar bill, blinked her eyes, stared at it again and yelled. Then she went skipping down the steps, "Toby will never believe it. Never, never, never."



Things to do after reading the story

Talk about the title of this story. Why do you suppose it is called "Diamonds in the Rough"? Kani and Toby received a reward for returning the treasure they had found. Together, write a different ending for this story.

We hope you have had fun
with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten.

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities.

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening.

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents who want to encourage their children to read. Offers several practical activities for parents.

Creating Readers and Writers, by Susan Mandel Glazer. Suggests parents (1) encourage the use of language, (2) build positive attitudes toward reading, writing, and speaking, and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups.

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve a wide range of adolescents' needs.

Your Child's Vision Is Important, by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties.

Encouraging Your Junior High Student to Read, by John L. Shefelbine. Discusses why reading for pleasure is important. Suggests how to find time for reading, gather a variety of reading materials, and help a child who has difficulty reading.

Cost per booklet is $1.75

Produced and distributed in cooperation with the
International Reading Association

101 Ideas to Help Your Child Learn to Read and Write

by Mary and Richard Behm

Offers 101 practical suggestions for parents to help their children develop reading and writing skills in the home environment. Ideas include bedtime activities, using television, travel, games, and many other ways to incorporate literacy into the home.

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It is not just your child's school and teachers, or even your child's natural talents and abilities, that determine his success in school. It is the way you laugh at her silly jokes, the hug you give him after his team loses the game, and your own love of spy novels. It's the rules you set, the chores you do together on Saturday morning, and the stories you tell about your own school experiences. Your everyday experiences with your children shape their actions and their goals.

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Stories for Children and Parents:

1. Make the story fun for children—your primary audience. The adult reading along will enjoy the story if the child does.
2. Make sure that your story is acceptable to parents. We do not want parents to reject the story because it is inappropriate for their children. Writing a story that is interesting to children and at the same time pleasing to parents is a big challenge.
3. Your story should be no longer than eight double-spaced pages with one-inch margins.
4. Correct grammar and syntax are important. For the most part, we choose to model correct standard English.
5. Be careful about the vocabulary you use in your story. Rule out really long and difficult-to-pronounce words.
6. Make your stories gender inclusive. Do not use sexist terminology or ideas. Our stories must be interesting to both boys and girls.
7. You may illustrate your own story, but the illustrations must be line drawings in pen and ink only. The drawings must be able to be scanned, so too much detail will not work.
8. Stories that have action and dialogue work well for the audio portion of the magazine.

Articles for Parents:

1. Articles should contain practical information and helpful strategies. Anecdotes and other experiences modeling useful learning methods are particularly desirable.
2. Your article should be no longer than four double-spaced pages with one-inch margins.

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Mr. Moose/Mr. Fox: Brian Sturm
Miss Possum: Lee Anne Millholland
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Speaking and Listening
Improving Your Child's Memory
Teamwork Learning
Expanding Your Child's Vocabulary
Learning about the Lives of Famous People
Special Needs of Special Children
Reading Aloud
Learning to Think Critically
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Parents and Children Together

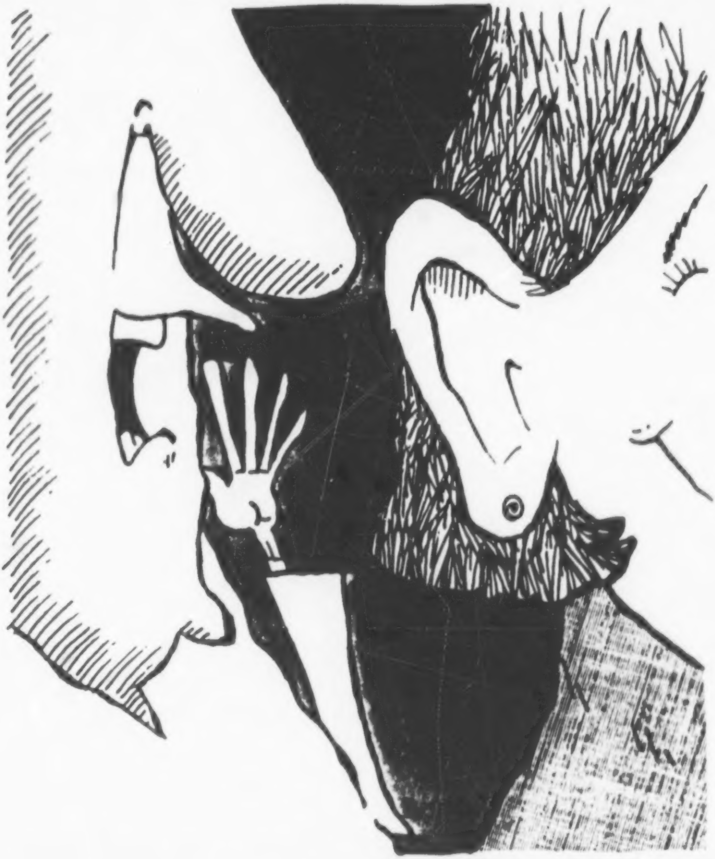
Speaking and Listening

MMM... YOU LOOK LIKE A TASTY LITTLE MORSEL!
♫ I'M NOT LISTENING! ♪ ♫ ♫

Read-along Stories:

Gwendolyn with Her Glasses On
The Box in the Barn
The Grindelstark

This booklet has a companion audio tape on "Speaking and Listening." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.



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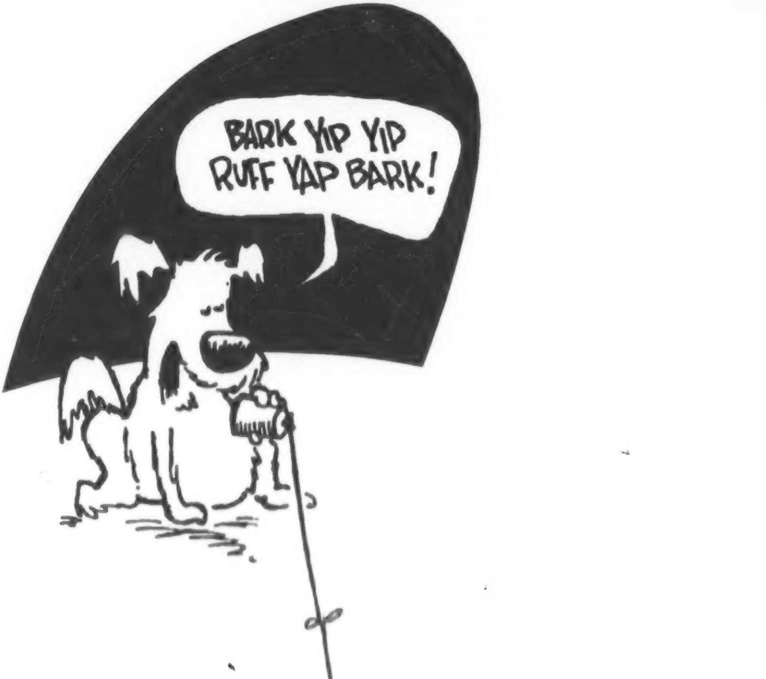
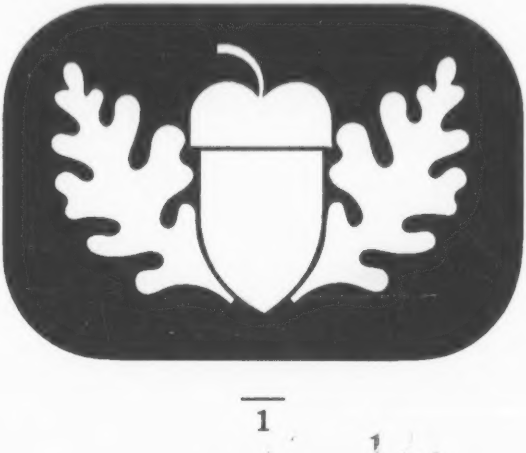

BARK YIP YIP RUFF YAP BARK!
THROW THE BALL, RICHIE, AND I'LL FETCH IT!

Getting Started

Welcome to this issue of *Parents and Children Together.* We all use a variety of messages to communicate our thoughts and feelings to each other. This month we focus on how you can communicate better with your children, and how to help them improve their speaking and listening skills.

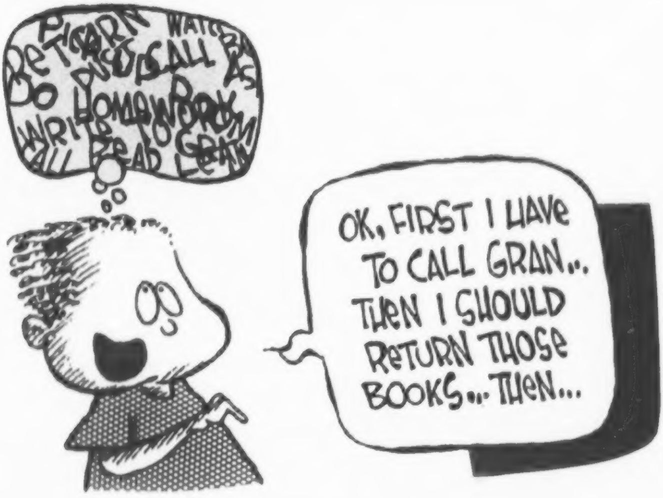
On side B of the tape (and in the second half of the booklet) we have read-along stories and poems. We encourage you to listen to these stories and poems and to read them with your children, so that they can participate in the excitement of story reading. Of course, your child can also listen to the stories and poems alone, if you wish.



Speaking and Listening

Speaking is more than just a way of communicating information to others and of asking questions. Likewise, listening is more than just not talking.

Many of us tend to ignore the fact that speaking also helps us to communicate with ourselves. Talking about our experiences helps us to understand them. Especially in times of stress or confusion, we all "think out loud" in order to organize our thoughts so we can deal with them.

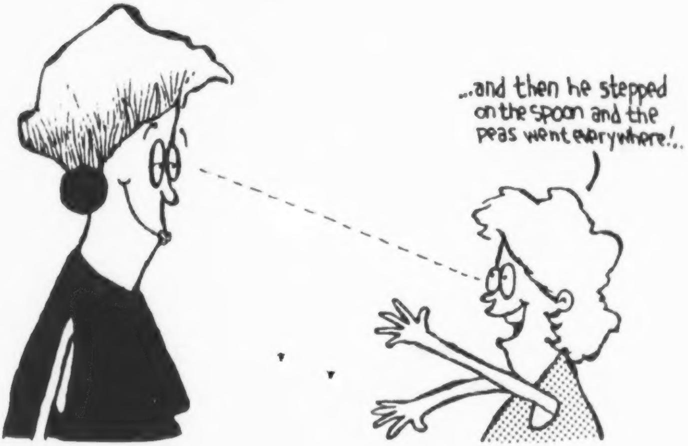

DO HOMEWORK
WRITE TO GRAN
CALL
READ
OK, FIRST I HAVE TO CALL GRAN... THEN I SHOULD RETURN THOSE BOOKS... THEN...

Verbalizing our thoughts and feelings allows us to describe unfamiliar experiences in words we are comfortable with. It allows us to take stock of what we already know and to identify what we need to learn.

Talking serves exactly the same purpose for our children. Talking allows them to organize and further understand experiences they have already had. It gives them a chance to relate new knowledge to ideas they are already familiar with and it enables them to see how their feelings influence their behavior.

SUCH A GOOD KITTY
PURRRRRRR....

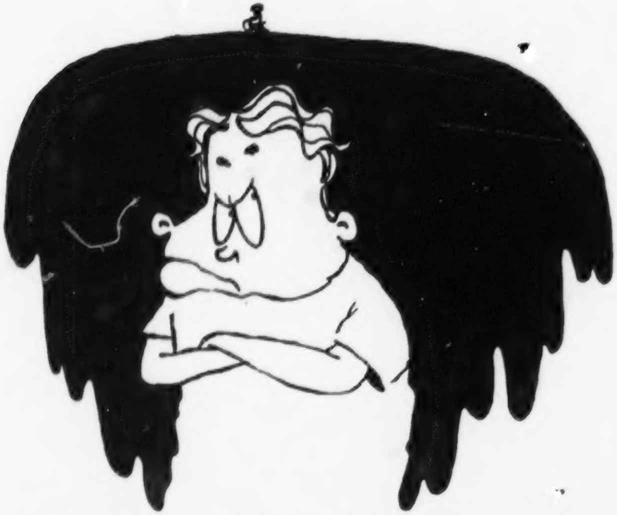
As parents, most of us talk more than we listen. Do you really listen when your six-year-old talks to you? Once, when my daughter Marla was twelve years old, she handed me a cartoon as I was reading the newspaper. It was a *Family Circus* cartoon that showed the father reading a newspaper and the little girl looking up at him. The little girl in the cartoon was saying "Daddy, you have to listen to me with your eyes, not just your ears." My daughter giggled and said: "I used to think that very same thing when I was younger."


...and then he stepped on the spoon and the peas went everywhere!..

Listening is not an easy job. It is more than just hearing another person's words. Real listening is an active process which involves paying attention to and trying to understand the message behind what another person is saying. My daughter taught me that eye contact helps make the speaker feel connected with the listener.

How to Listen to Your Child

By learning to communicate effectively we develop a positive self-image. Parents who take time to talk with and really listen to their children are actually improving their children's self-esteem. When a parent does this, she also strengthens her own image of herself as a good parent. Here are six ways you can improve conversation between yourself and your child:

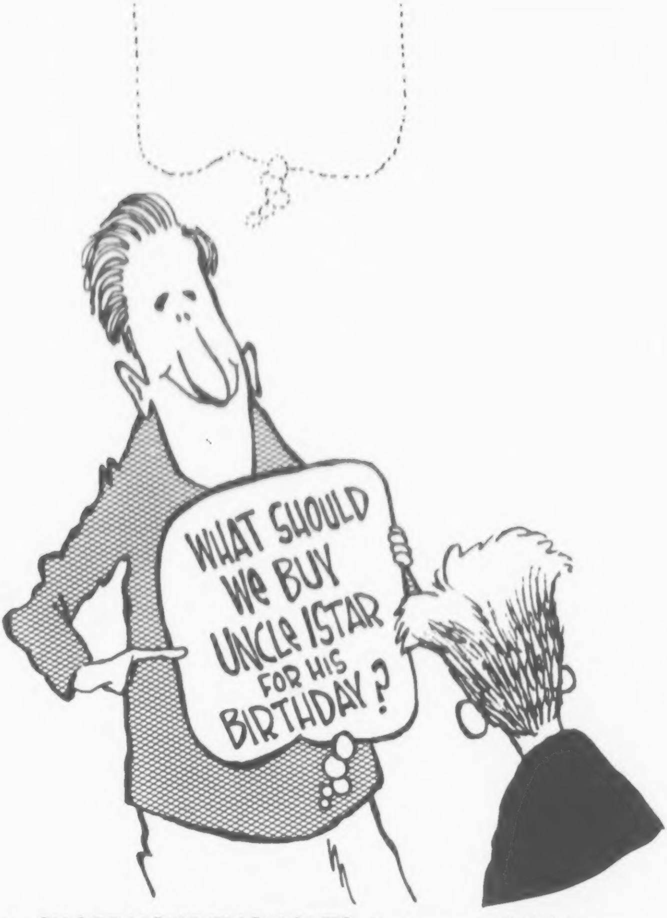


1. **BE INTERESTED**. Invite your child to share her opinions and ideas with you so that she will become comfortable explaining her thoughts to you. Encourage her to identify and name her feelings by putting them into words. Let her know you are paying attention by picking up on and verbally interpreting her body language and then invite her to translate the feelings she expresses with gestures into words. For example, if your child becomes annoyed with you and expresses her frustration by sulking (every parent recognizes the slouchy shoulders, lowered eyebrows, and jutting lip which indicate that his child has resorted to the "full-body pout"), you might say, "You don't seem very happy. It's O.K. for you to tell me that you're mad at me. We usually feel better after we talk about our feelings."

2. **AVOID DEAD-END QUESTIONS.** Open up conversation rather than cutting it off. Instead of saying, “Did you learn anything in school today?” You might open up a conversation by asking, “What stories did you read at school today?” or “Who did you play with at recess?” If you want to start a conversation with your child, avoid questions which require a yes or no or right answer in response.

3. **EXTEND CONVERSATION.** Pick up on some part of your child’s conversation and extend it. If your child says, “Michael Jordan is my favorite basketball player.” You might ask him: “What does Michael Jordan do that you like seeing?”

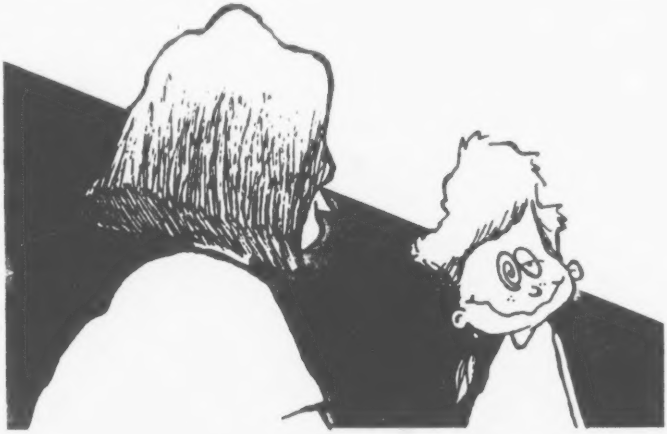
When you incorporate your child’s own words into your speech, you strengthen his confidence in his own verbal skills and you also let him know that his ideas and opinions are valued.



4. **SHARE YOUR THOUGHTS.** Let your child know what you are thinking about. If you are wondering how to arrange the furniture or trying to decide about a gift for a relative, ask your child questions like, "I'm not sure where to put this chair. Where do you think would be a good place?" or "What do you think Grandma would like for her birthday?" Be sure to take your child's opinions seriously by talking out the practical implications of her suggestions.

5. **DEFINE AND REFLECT FEELINGS.** If you think something is bothering your child, make the best guess you can about what it is. By doing so, you open up two possibilities for conversation. If you have guessed right, then you and your child can discuss ways of coping with the problem. If you have guessed wrong, you have given your child the opportunity to tell you so and to talk about what is really bothering him. For example, you might say, "You seem to be feeling sad today. Did something happen at school?" This soft approach is more likely to get a child to talk about his feelings than directly asking him "What's wrong?"

6. **OBSERVE CUES.** Your child will give you hints that let you know when she's ready to end a conversation. When she starts staring into space or giving really silly responses, it's probably time to stop.



Language Models

We all learn about language by interacting with other people. Children are influenced by and learn to imitate the language used by those around them. Every parent who has heard a Bart Simpson phrase come out of his child's mouth can testify to the fact that children develop their speaking skills by imitating models in their immediate environment.

DON'T HAVE A COW, MOM!

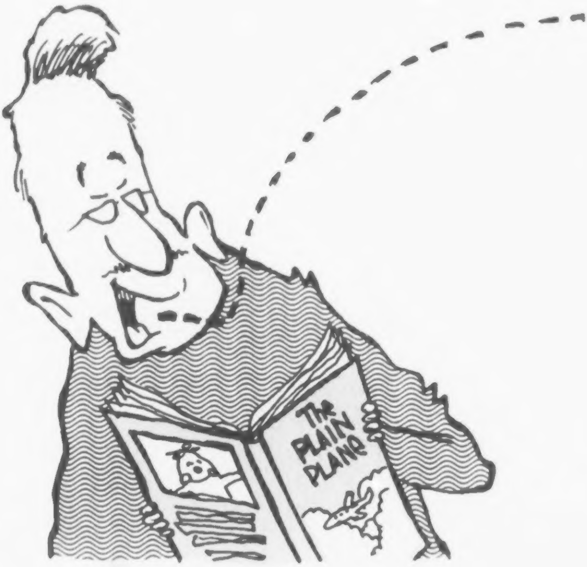
Parents, teachers, and television—all of these models influence a child's attitudes toward the use of language (As one language specialist has said, "Language is more caught than taught"). The way you speak with and listen to your child is the largest and most influential factor in determining how she will learn to communicate with others. A child spends more time and has a deeper involvement with his parents than with any other adult. As parents, we control most of the contact our children have with society.

Modeling good listening and speaking skills for our children means more than just correcting their grammar. In fact, modeling good language use for our children and encouraging them to use language as a tool for understanding their experiences and expressing their feelings is far more effective than correcting speech errors.

Since television also serves as a powerful model of language use for children, it is a good idea to take time to watch and discuss your children's favorite programs with them. Television doesn't provide the interaction that children need from teaching models, but you can provide that interaction by sharing and discussing their TV viewing with them.

Will Developing Good Speaking and Listening Skills Help My Child at School?

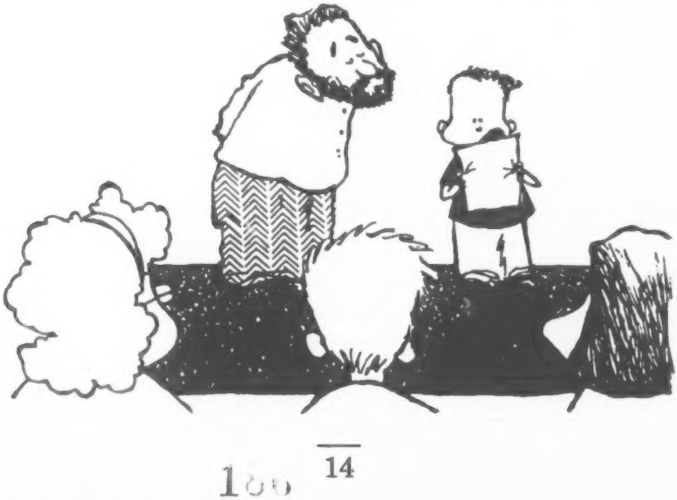
Recent studies show that good listening skills positively affect children's ability to learn to read. Reading is really a thinking process which involves reconstructing meaning from print. Consequently, children with good communication skills are better able to "hear" the words they read. Communication skills usually influence a child's success in reading activities because spoken language serves as the bridge between the new ideas represented in books and things the child already knows.



Regularly reading aloud with our children serves a similar purpose. Because written language is usually different from spoken language, we "bridge the gap" between those two modes of communication for our children by reading to them. Reading aloud also gets our children used to the language patterns of literature, improves their vocabulary, and increases their understanding of the world around them. When a child becomes familiar with books because her parents have read aloud to her, learning to read is more likely to be a pleasurable activity for her.

ONCE UPON A TIME THERE WAS A SMALL PLANE....
The PLAIN PLANE

Right now you are probably saying to yourself, "I can understand how good listening skills can help my child to become a more successful student, but talking in school is only going to get him into trouble." In fact, talking is as important to the process of learning and understanding new concepts as listening is. We all need to participate in and experience knowledge in order to really learn. Likewise, children need regular practice in expressing their own meanings if they are going to develop the ability to really understand what they read and hear. If they do not have the opportunity to speak and write about new knowledge, it is difficult for their reading and listening skills to progress beyond mere word recognition. Learning is an interactive and dynamic process. Children can make new ideas their own by discussing, dramatizing, writing about, or singing about them. This kind of learning encourages children to incorporate new knowledge into their own understanding of the world.

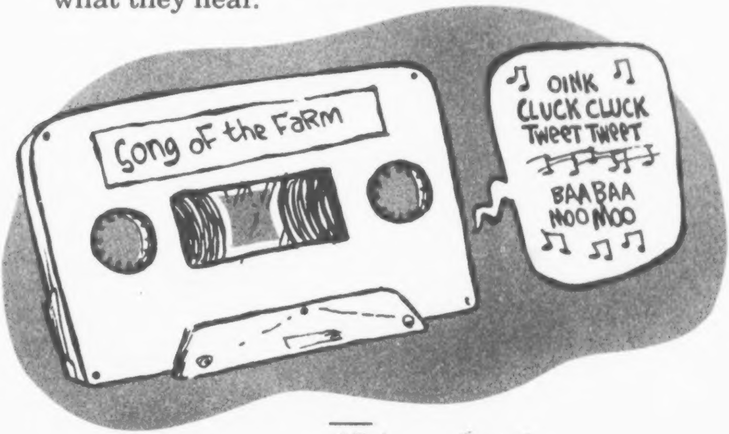


Activities for Fun and Learning

One enjoyable way to improve speaking and listening skills is to practice by playing games. Select one or two of the following to share with your children.

Hear, Here

❖ Make a tape of sounds you hear regularly in your home, such as popcorn popping, a dog barking, a cat meowing, a baby crying, a faucet dripping, a door opening and closing, a vacuum running, wind chimes clinking, a person yawning, or a family member laughing. Let your children listen to the sounds and identify what they hear.


Song of the Farm
OINK
CLUCK CLUCK
TWEET TWEET
BAABAA
MOO MOO

You Name It

❖ Read aloud the word that appears in bold print. Then read the list of items that follow it and ask your child to select which items are most closely related to the word in bold print. Correct answers are in italics.

COLD

ice, shoe, book, *snow*

GREEN

lips, *grass,* coffee, *lime*

SMALL

fly, button, house, truck

ROUND

box, sock, *ball, penny*

LOUD

whisper, *thunder,* flower, *drums*

BIG

mouse, *elephant, mountain,* peanut

HOT

paper, *sun,* ring, *oven*

Now let your children make up some to ask you.

Nursery Rhymes

- Read a line from a familiar nursery rhyme using an incorrect word, and allow your child to give the correct word. For example:

  Jack and Jill went up the hill, to fetch a **sail** of water . . . (pail)

  Mary had a little **ham** whose fleece was white as snow . . . (lamb)

LET'S GO, HAMMY!

  Hickory, Dickory, Dock, the mouse **skipped** up the clock . . . (ran)

  Peter, Peter Pumpkin-Eater had a **life** and couldn't keep her . . . (wife)

  Three **fine** mice, three **fine** mice, see how they run . . . (blind)

  There was an old woman who **baked** in a shoe . . . (lived)

  Jack be nimble, Jack be quick, Jack **walk** over the candlestick . . . (jump)

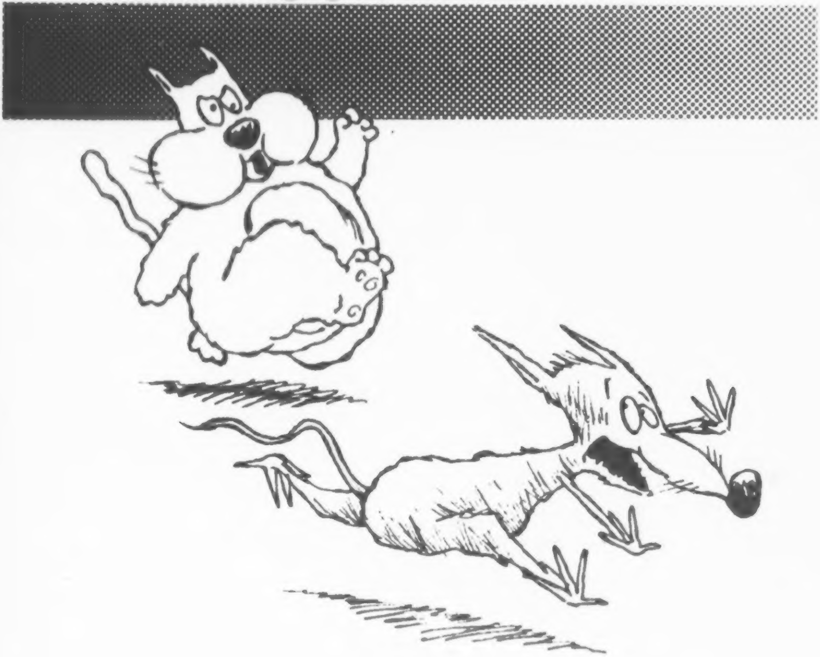
  Mary, Mary, quite contrary, how does your garden **blow** . . . (grow)

The End of the Rhyme.

Challenge your children to fill in the blank with a word that rhymes with the last word of the first phrase.

1. Behind the log
   was a spotted __________. (frog or dog)
2. I will bake
   a banana __________. (cake)
3. He ran through the house
   when he saw the __________. (mouse)
4. I polished my shoe
   so it looks like __________. (new)
5. If you throw that jar,
   will it go very __________? (far)

6. She was trying to tell
   who was ringing the ________. (bell)



7. The big fat cat
   ran after the dirty old ________. (rat)
8. While they go for a walk
   they will laugh and ________ (talk)
9. Trying to look cool,
   he fell into the ________. (pool)

These activities were taken from *Teach Vital Learning Skills: Listening Games for Elementary Grades,* by Margaret John Maxwell.

Chalkboard Chatter

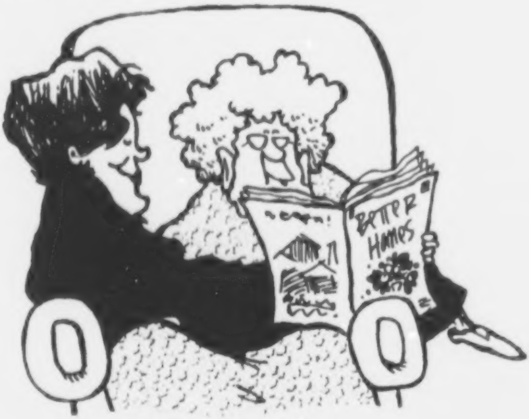
Mary Ann Duke, a literacy teacher in Sarasota, Florida, sent us this story about the importance of practicing.

As my mother used to say, "Anything worthwhile takes effort!" It does take effort to be a parent these days. I guess that's one of the facts of life.

Sometimes the word "effort" can be translated into the word "practice." For example, the masterful performance of a great violinist, pianist, football player, or gymnast is a result of PRACTICE. Without practice in the beginning, one may never achieve the level of skill required to be "really good." Without continued practice, sharpened skills will soon begin to erode.

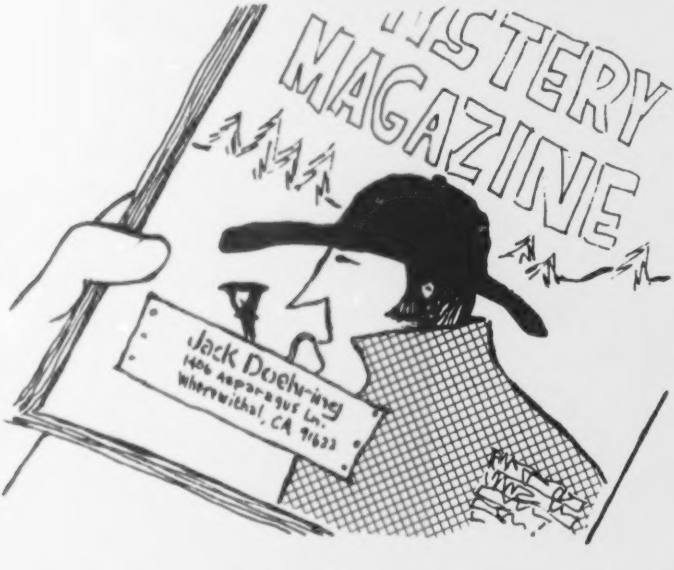
Learning to read requires a similar kind of effort. You can do many things to help your child practice the skill of reading. Moreover, the effort your child exerts in this type of practice can actually be fun!

One of the most important things you can do is read to your child every day. Every piece of research I have ever read on the subject of teaching children to read lists reading aloud as a priority. Teachers should read aloud to their students; parents should read aloud to their children. My own mother (remember the person I quoted at the beginning of this article?) understood that. Even though I am 49 years old, she still wants to read to me when I visit. Usually it is an article from the newspaper, or a magazine, or an excerpt from a book she is currently reading and very excited about. My mother used to read aloud to me in order to help me sharpen my reading skills. Now this experience is a way for us to share our current interests and enthusiasms.

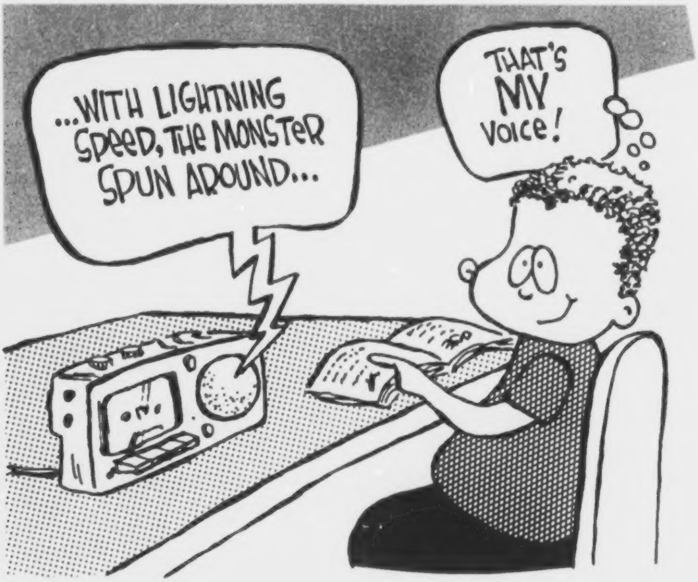


When you read to your children, choose books with their interests in mind. Visit your local library. The shelves abound with wonderful selections, and the children's librarian will be glad to help you.

Get excited about children's magazines and read them together. Read the articles, work the crossword puzzles together, the dot-to-dots, mazes, etc. Take your children to the magazine section of the bookstore to make selections. When you discover your child likes a particular magazine, subscribe to it in your child's name. If a fond grandma, aunt or uncle is wondering what to give your child as a special birthday or Christmas present, suggest a subscription to his favorite magazine.

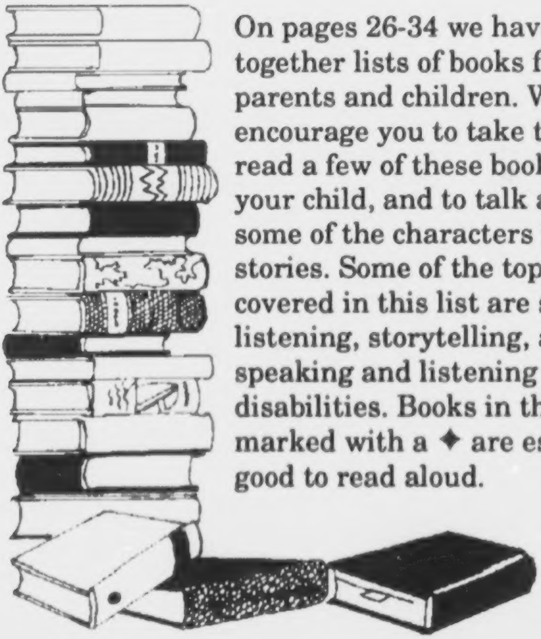


Since seeing yourself on videotape or hearing yourself on an audio cassette tape is a very interesting experience, you might use these tools to improve your child's reading ability. Turn on the tape recorder and let your child read a passage unrehearsed. Play it back. Then have your child practice (there's that word again) the passage and read it again while being taped a second time. Both you and your child will be impressed by the way practice improves her reading of the passage.


...WITH LIGHTNING SPEED, THE MONSTER SPUN AROUND...
THAT'S MY VOICE!

These activities can all be fun learning experiences . . . and that is what this column is all about . . . helping parents have fun with their children while teaching them, training them, and loving them in the process. ENJOY!

Books for Parents and Children



On pages 26-34 we have put together lists of books for parents and children. We encourage you to take time to read a few of these books with your child, and to talk about some of the characters in the stories. Some of the topics covered in this list are speaking, listening, storytelling, and speaking and listening disabilities. Books in the list marked with a ✦ are especially good to read aloud.

At the beginning of this issue, we mentioned that side B of the audio tape contains read-along stories and poems. You may want to take some time to look ahead at these stories and poems before you read along with your child. It is also important to talk about them ahead of time.

Before reading the story, talk about the title or things that might happen in the story. Then, after the story is finished, talk about it again. By the way, if in the middle of the story something funny or interesting happens, it's O.K. to stop the tape and discuss the event, or ask your child questions such as "How do you think the puppy got back into the box?" or "Have you ever tasted chamomile tea? Do you remember a character from another story who drank this?" (Peter Rabbit) These questions make your conversations about the story more meaningful and more valuable.

When you and your child are ready, turn the tape to side B and listen to the stories as you read along together, or you may wish to read the stories aloud while your child reads along in the booklet.

Books for Parents

Are You Listening? by Ralph G. Nichols and Leonard A. Stevens. Explains the physical and physiological aspects of listening. Chapters focus on various places where listening occurs, including family circles, schools, conferences, business meetings, sales situations, and several others. Covers different styles of listening, and provides tips to enhance listening.

That's Not What I Meant! How Conversational Style Makes or Breaks Relationships, by Deborah Tanner, Ph.D. Presents ways to identify conversational styles, and discusses how they are different and similar. Looks at conversation in several types of relationships, including friendships, marriages, and the workplace.

How to Talk So Kids Will Listen and Listen So Kids Will Talk, by Adele Faber and Elaine Mazlish. Suggests ways to avoid turning simple conversations into arguments, to instruct rather than criticize when you correct your child's behavior, and to find effective alternatives to punishment.

The New Read-Aloud Handbook, by Jim Trelease. Explains why, how, and when to read aloud. Offers guidance concerning what to do and not to do while reading aloud. Recommends books for parents to read aloud with their children. Categories include the following: predictable, wordless, picture, short novels, novels, poetry, and reference.

No Nonsense Parenting Guide: Tough Topics, by Sara Wilford. Gives parents ideas on using books to talk to their children about current issues and problems. Includes an annotated list of suggested titles, and ideas for parents and teachers working together. Also covers literacy and learning to read.

*Draw-and-Tell: Reading * Writing * Listening * Speaking * Viewing * Shaping,* by Richard Thompson (Annick Press). Contains twelve short stories to share with children. Each of these stories includes instructions for telling the story as well as a built-in visual map which shows you how to illustrate the story as you tell it. If you follow the simple directions for illustrating the story line, you will end up with a picture of one of the characters in the story. The introduction provides ideas and techniques for good storytelling.

Books for Parents and Children to Share

We divide our book selections into three age categories (4-6, 6-8, 8-10). Some children will be able to read several of the books by themselves, but other books might be too difficult. With your children, look through the books at a library, school, or bookstore, and decide which ones they can read. The books that are too difficult remain possible choices since you can read them aloud to your children.

Ages 4-6

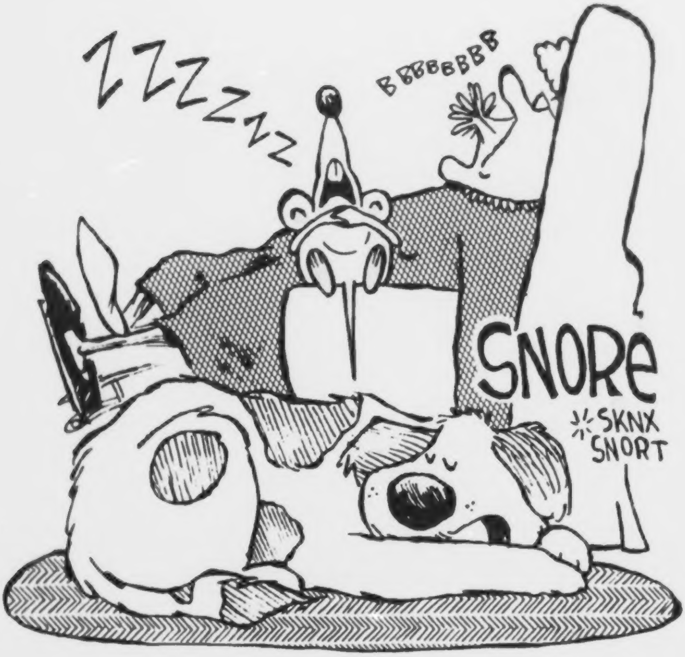
More First Words: Playtime, by Margaret Miller (HarperCollins). Photographs of children and large-type print, present different actions which occur during play. Allows a child to associate a word with a specific action.

Who Says That? by Arnold L. Shapiro (Dutton). Shows over twenty animals and insects, sounds they make, plus several girls and boys and the noises they generate. Text rhymes to make reading more lively and appealing.

Polar Bear, Polar Bear, What Do You Hear? by Bill Martin, Jr. (Henry Holt). This companion to the well-known *Brown Bear, Brown Bear, What Do You See?* focuses on sounds different animals make. While reading, children will enjoy chanting the rhythmic words and making animal noises.

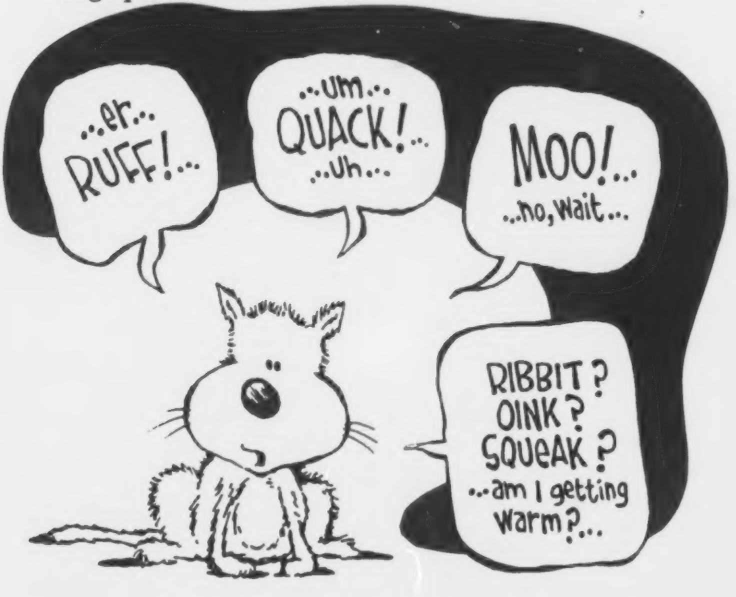
The Listening Walk, by Paul Showers (HarperCollins). A little girl and her father take a listening walk around town. They do not hurry, and they do not talk. They do keep very still and listen closely to discover all of the different sounds around them. Draws a child's attention to some noises and sounds he might hear if he listens intently.

- ✦ *Baby's Boat,* by Jeanne Titherington (Greenwillow). Serene and gentle pictures illustrate this youngster's voyage in a silver moon boat. Parents can share this lullaby with children before tucking them in bed.
- ✦ *The Napping House,* by Audrey Wood. This is a cozy tale about a snoring granny, a dozing dog, a slumbering mouse, and several other engaging creatures. Everyone in the group is fast asleep, until a flea wakes up and chaos begins!



Ages 6-8

The Kitten Who Couldn't Purr, by Eve Titus (Morrow). Jonathan, the kitten, doesn't communicate well because he can't purr. After unsuccessful attempts at barking, mooing, and quacking, he finds another way to convey a message. Uses predictable text and large pictures.


..er.. RUFF!...
..um.. QUACK!.. ..uh..
MOO!.. ..no, wait...
RIBBIT? OINK? SQUEAK? ..am I getting warm?...

Amazing Grace, by Mary Hoffman (Dial). Grace wants to try out for the part of Peter Pan at school, but her classmates tell her she can't since she is a girl and she is Black. With the help of her family, Grace discovers she can be anything she wants to be. Because she has the courage to speak up and try out, Grace gets the part and gives an excellent performance.

Aunt Isabel Tells a Good One, by Kate Duke (Dutton). Aunt Isabel is a remarkable storyteller, and shows young Penelope how to tell a good story by spinning a fanciful tale. Presents storytelling to children as a fun and inventive activity, instead of a task to perform at school for a grade.

Mandy, by Barbara D. Booth (Lothrop). Mandy is deaf and she hates the dark because in the darkness, she can't sign or read anyone's lips; it makes her feel so alone. When her grandmother loses a special brooch, Mandy braves a storm at night to find it even though she is frightened. Gives readers a glimpse of what a commonplace incident might be like for a deaf child.

✦ *Sheep in a Shop,* by Nancy Shaw (Houghton Mifflin). Rhythmic text and amusing illustrations show five sheep on a whimsical shopping adventure. After they select their gift, they discover they do not have enough cash to pay for it. These clever sheep solve their problem and figure out a way to stay cool at the same time.

✦ *Tikki Tikki Tembo,* by Arlene Mosel. Presents a humorous fable that explains why Chinese people changed the tradition of giving their firstborn sons long first names, and began giving all their children short names. Children enjoy hearing the repetition of the long name, "Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo," and saying it themselves.

Ages 8-10

The Vicar of Nibbleswicke, by Roald Dahl (Viking). Reverend Lee's position is threatened because he has a disability which causes him to turn all of his words around. Luckily, the local doctor knows the cure: "walking backwards while speaking." This witty tale was written for the benefit of the Dyslexia Institute.

You Can Speak Up in Class, by Sara Gilbert (Beech Tree Books). Addresses feelings of discomfort and anxiety that students have when speaking in the classroom. Presents reasons for these problems and gives practical ways to deal with them.

oooo! ooo! oooo! oooo!

Help Is on the Way for: Listening Skills, by Marilyn Berry. Comic book illustrations and well organized text explain five steps to successful listening. Also provides tips to improve listening habits at school.

Amy: The Story of a Deaf Child, by Lou Ann Walker. Photographs and a first-person account reveal how Amy deals with her deafness. Hearing aids and sign language help Amy enjoy life and participate in activities that other children enjoy.

✦ *James and the Giant Peach,* by Roald Dahl. When James crawls into an overgrown peach, he joins a variety of giant creatures for a series of fantastic escapades. After several close calls, this extraordinary group lands in New York City, to begin their new lives.

✦ *More Stories to Solve: Fifteen Folktales from around the World,* told by George Shannon (Greenwillow). Each concise story contains a riddle to solve. Children can listen to the story read aloud, then propose a solution.

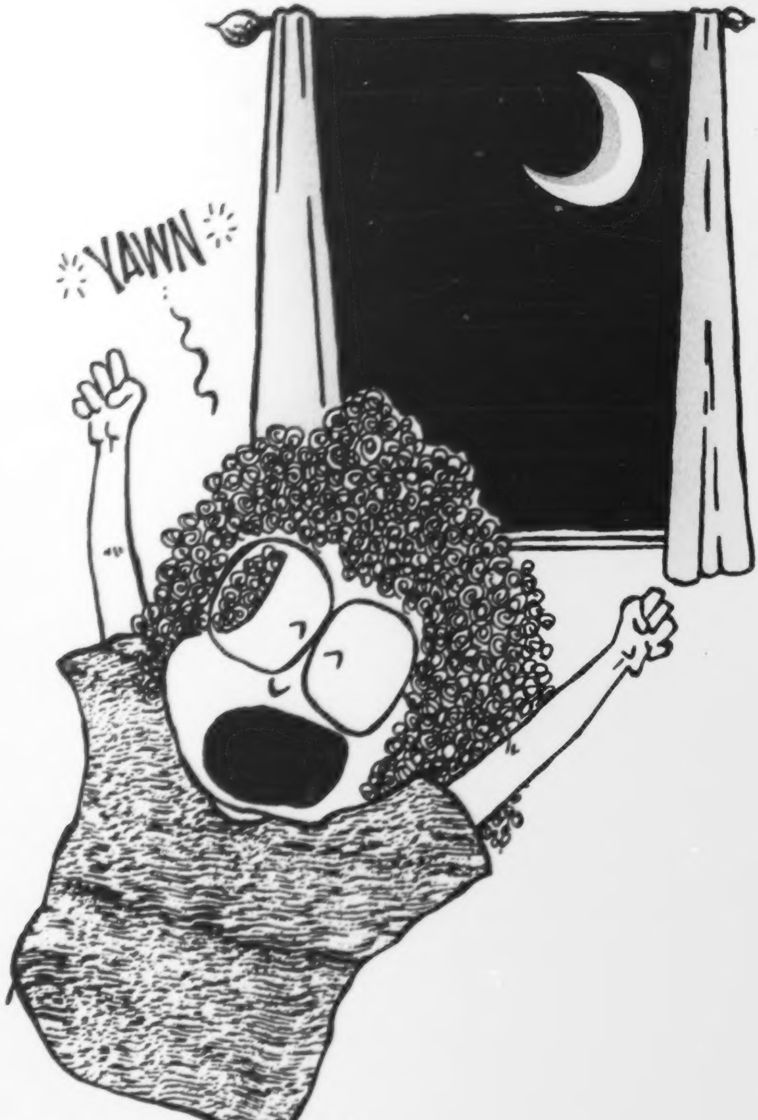
Magazines

Also ask your librarian for the following magazines:

The Acorn
Cricket
Hidden Pictures
Highlights for Children
KidSports
Ladybug
MetroKids
Turtle

* * *

Read-along Stories and Poems


YAWN

Gwendolyn with Her Glasses On

by Doris Orgel

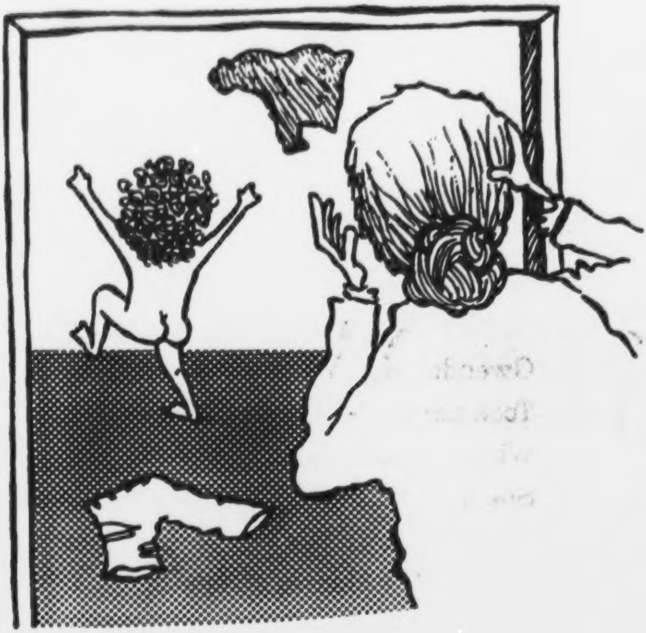
Things to do *before* reading the poem

Talk about a time when you tried on someone else's glasses. How did things look different?

Gwendolyn G. Winkerhoff
Took her gold-rimmed glasses off
When it was time to go to bed.
She pulled her tee-shirt over her head.

She put her glasses on again,
Took her shoes and socks off, then,
Her blue jeans and her underpants,
And did the Gwendolyn-Naked Dance:

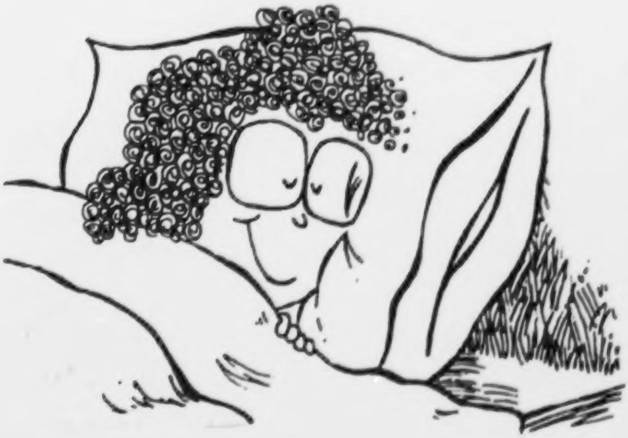
"Hop, skip, feel the air ripple on my skin—"
"Land's sakes!" Mrs. Potter, the sitter,
barged in,
"You'd better get pyjamas on!
And button the buttons, every one!"



As though that weren't bad enough,
She made her take her glasses off,
And stuck her into bed. "Go 'way!"
Wished Gwendolyn, but did not say,
"Get out of here, and let me be!"
The sitter left her, finally.

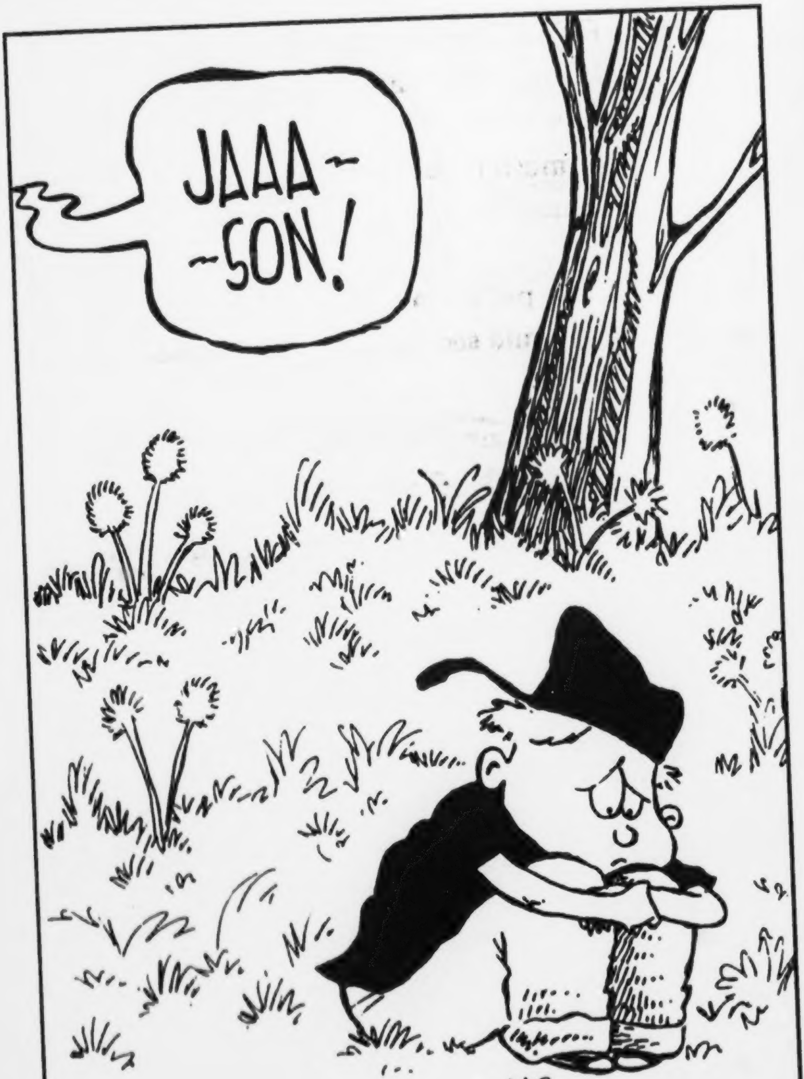
Then Gwendolyn G. Winkerhoff
Quick, took her pyjamas off,
Thinking, "Why should people wear
Clothes to bed, when sleeping bare
Feels much better, and is fun?
But I need my glasses on—"

And she put them on just right,
So she could see her dreams all night.



Things to do *after* reading the poem

Gwendolyn has her own special way of doing things. She likes to get ready for bed in a different way than most people do. Make a list of things you like to do in your own special way and talk about why you like to do them.


JAAA-
-SON!

The Box in the Barn

by Barbara Eckfeld Conner

Things to do *before* reading the story

Boxes often contain surprises. Close your eyes and visualize a box. Then imagine yourself walking up to the box and opening it. What's inside? Does the box you imagined contain a pleasant or unpleasant surprise?

Jason heard his mom calling him. Instead of answering her, he slipped deeper into the tall weeds behind his house. He closed his eyes, thinking of what he had done.

He had gotten up that morning in a good mood. Raspberry pancakes were on the table when he walked into the kitchen rubbing his eyes and yawning.

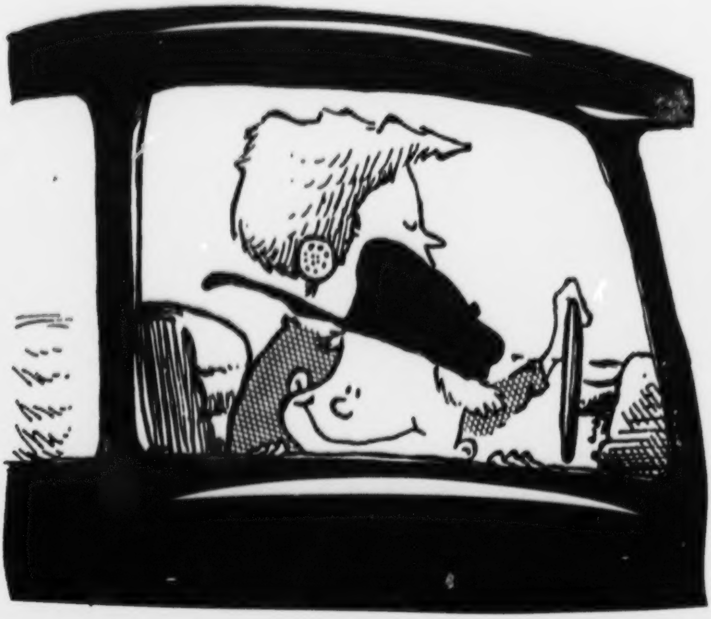
"After breakfast, Jason, I want you to go into town with me," Mom said quietly. "It's your sister's birthday, and we need to shop for her gifts."

Jason was eager to go, even if the gifts weren't for him. Buying presents was always fun.

As they drove to town, Jason couldn't help but ask the question that had been on his mind since yesterday when Aunt Nancy came. "What's in the big box that Dad took to the barn, Mom? Is it something Aunt Nancy brought for Megan's birthday?"

"It's a surprise, Jason, and I don't want you going near that barn today. Do you hear me?"

Jason sat staring at the road ahead. He knew that nothing would change his mother's mind. Only now he was more curious than ever!



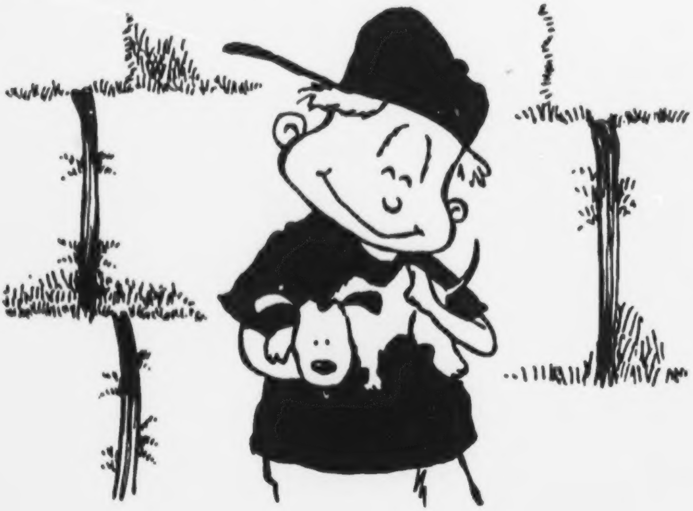
Back home, Megan ran out to meet Jason, her eyes wide and excited. “Jason, Jason, I’m six years old!” she cried, jumping up and down.

“I know, I know.” Jason gave her a big hug.

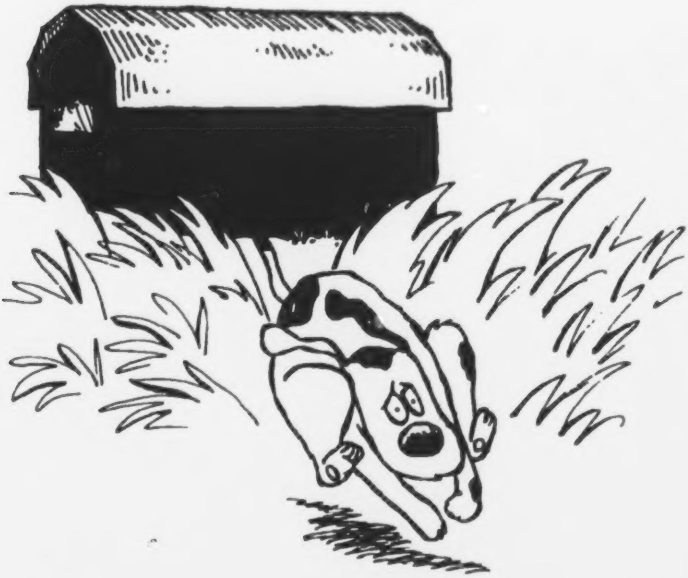
Soon the house was buzzing with excitement. Megan sat on the stool watching while Mom and Aunt Nancy prepared the birthday dinner. Dad wouldn’t be back for at least two hours. Jason wandered outside trying to think of something to do, but his thoughts kept returning to the box in the barn.

He started walking toward the barn, not at all sure what he'd do when he got there. He was hoping for just a glimpse of the box. Instead he heard a strange noise coming from inside the barn. He wished he could just turn back to the house, but his legs carried him into the barn. Jason saw the box. It was sitting between two bales of hay. He could hear loud wailing cries. Leaning over, Jason carefully lifted the lid. There was the most cuddly puppy he had ever seen!

"You must be pretty scared, huh, fellow?" Jason said quietly as he held the wiggly dog. "Megan's going to love you!" He secretly wished the puppy was for him. After all, Mom and Dad knew that he had been wanting his own puppy. Probably Aunt Nancy didn't know that, and anyway Megan would be happy.



Soon Jason was playing happily with the puppy, and he forgot that he wasn't supposed to be in the barn. Taffy, their big brown horse, stuck his head in the window as if to say, "What's going on?" Jason jumped, remembering that he wasn't supposed to be there. The puppy ran off as fast as it could out of the barn into the field.



Jason stumbled out of the barn looking wildly for any trace of the puppy. "Come on, puppy! Oh, please come here!" he called, his eyes welling up with tears.

Now here he was, two hours later, hiding in the weeds. He'd looked everywhere, but the puppy was gone. He had ruined his sister's birthday.

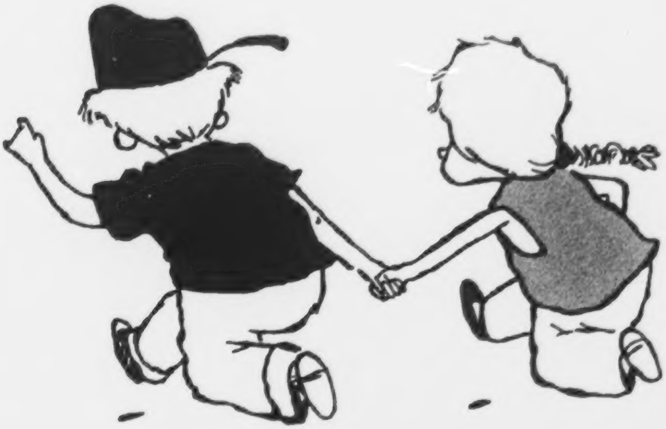
"Jason! It's time for dinner!" Mom called even louder now. Just when he was determined to stay forever in the tall weeds, he heard his sister's voice.

"Jason! It's time for my party, Jason!" Megan yelled excitedly.

Jason rubbed his swollen eyes, trying to look normal. He couldn't ruin everything for her. "I'm here, Megan," he called.

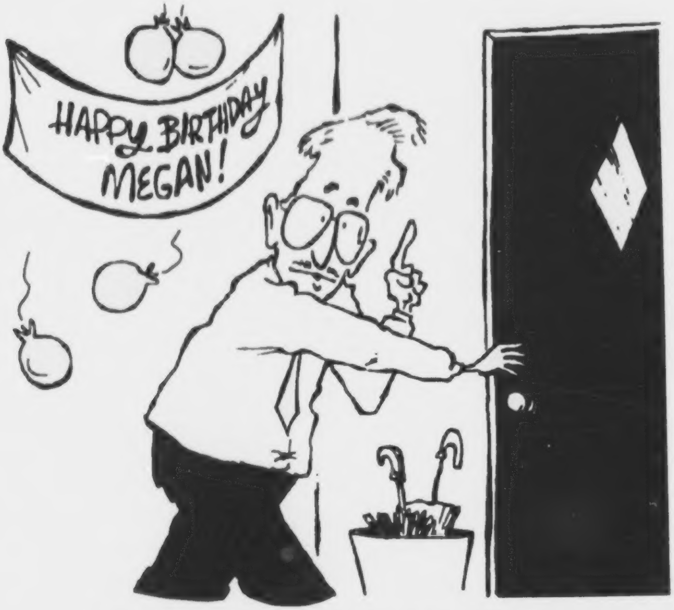
"Are you O.K.?" she asked with genuine concern.

"Sure. Let's hurry." Jason grabbed her hand as they ran back.



As soon as they reached the house, the party began. Jason tried to pretend that everything was fine. When it was time to open Megan's birthday gifts, he sat in the big easy chair, hoping no one would notice him. Finally the last present was opened.

"I'll be right back," Dad said.



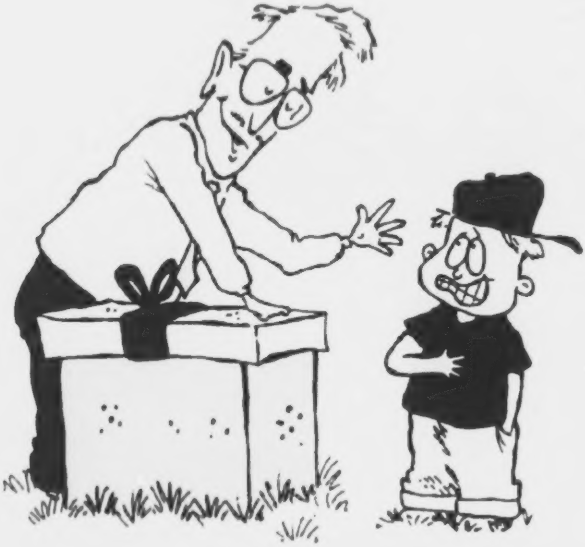
Jason knew Dad was going to the barn. Megan would probably never forgive him for losing her birthday puppy. Everyone, even Aunt Nancy, would be angry when they found out the puppy was gone.

"Jason! Come here!" It was Dad calling from the front yard.

Jason slowly got out of the chair. It was hard to move, but Megan grabbed his hand and said, "Come on, Jason! Let's see what Dad wants."

Jason followed Megan out the door. Mom and Aunt Nancy followed close behind.

There was Dad standing with the box next to him in the grass. "Jason, I want you to open this box and see what's inside."



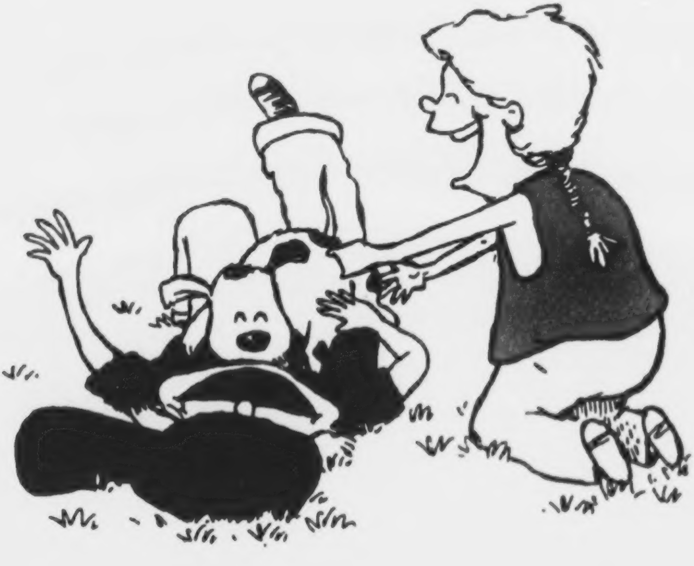
Jason looked up and saw that Dad was smiling. He turned and saw that Mom, Aunt Nancy, and Megan were smiling, too. What would he say to them when there was nothing in the box? But as Jason looked down, expecting to see nothing at all, he jumped back in surprise. The puppy looked up at him with sleepy eyes.

"Wow!" said Jason, bewildered.

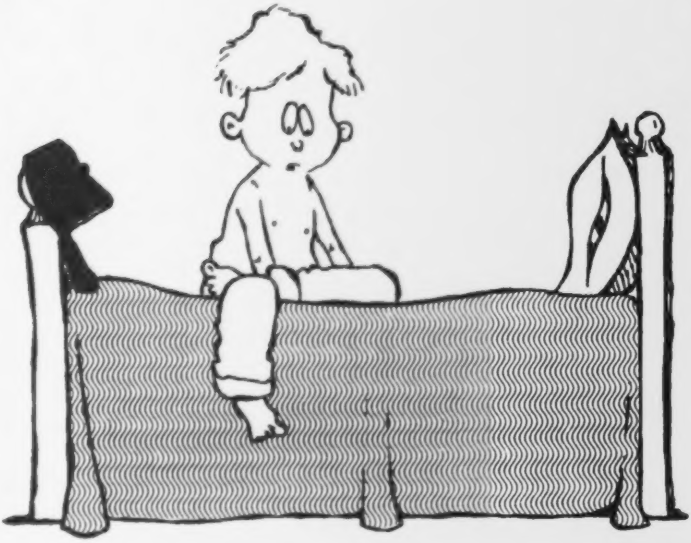
"The puppy's for you, Son," his father said.

"I thought you'd like a gift, too, even if it isn't your birthday," said Aunt Nancy, laughing.

Megan started clapping. "Isn't he wonderful, Jason?" The puppy jumped up, ready to play. Jason and Megan spent the rest of the day with the puppy.



Later, when he was getting ready for bed, Jason turned to his father and said, “You know, Dad, I feel bad about something I did today.”

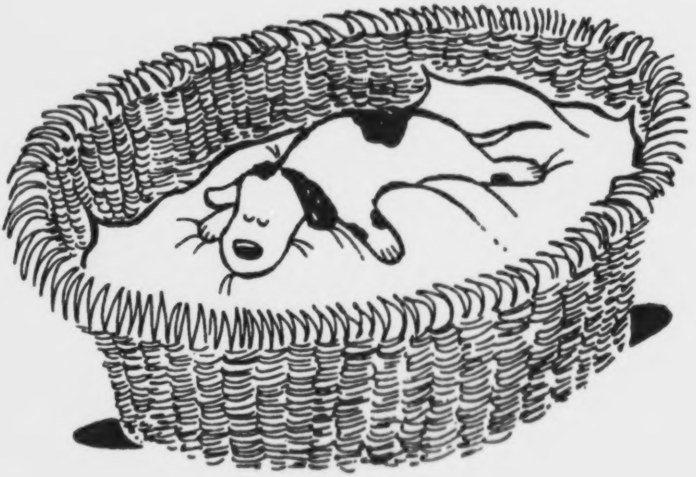


Dad waited patiently as Jason explained what had happened. “And I still can’t figure out how my puppy got back into his box!” he added.

“Well, Son, on my way home I saw your puppy running along the side of the road. I figured he had gotten out of his box somehow . . . . You must have felt terrible during the party,” Dad continued. “I get the feeling you’ve learned a lot today.” He pulled back the covers on Jason’s bed.

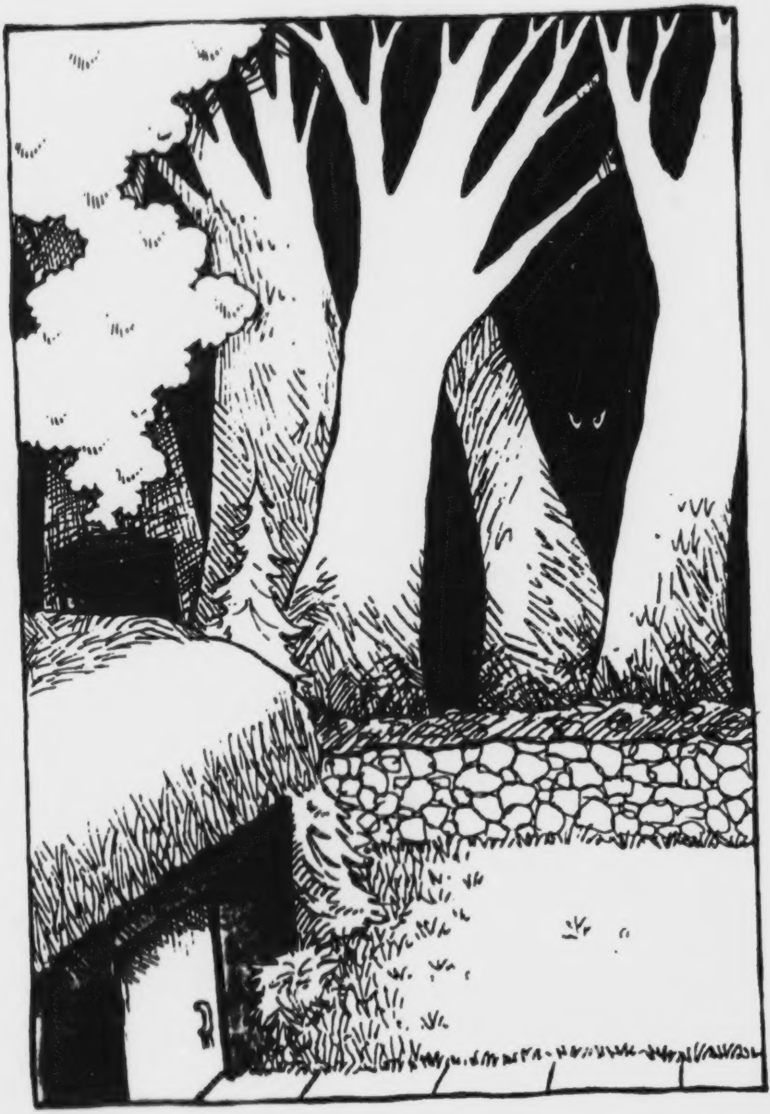
Jason looked down at his new puppy, who was sleeping soundly in a basket by the bed. "Dad, I think I'll call him Buddy."

Dad smiled and tucked the covers snugly around Jason.



Things to do *after* reading the story

Talk about how this story made you feel—happy, sad, scared, relieved. Then use your crayons or markers to draw a picture that expresses the feeling you just talked about. Maybe part of the story made you feel sad. What colors and shapes could you draw that look sad? Maybe the story's ending made you feel happy. What colors and shapes look happy to you?



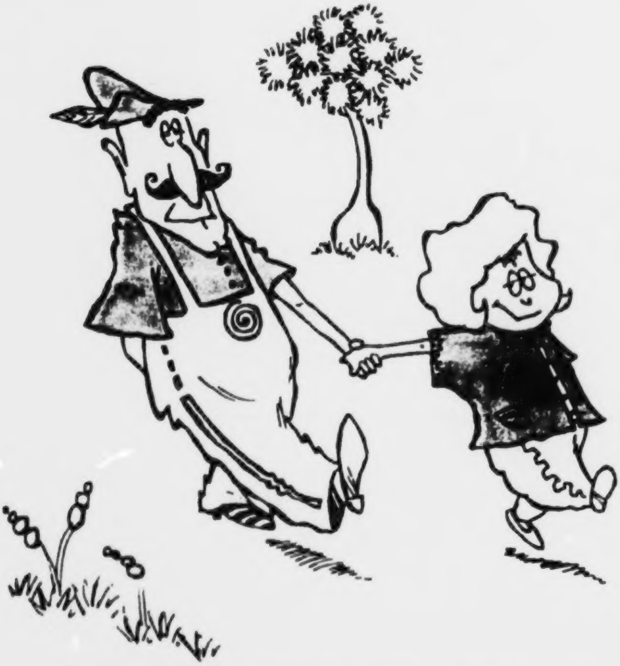
The Grindelstark

by Pierre J. Moeser

Things to do *before* reading the story

Can you tell what this story might be about just from looking at the title? Together, discuss what you think will happen in this story.

A long time ago in Silesia, a young girl and her parents lived in a small cottage at the edge of a dark forest. Few people chose to live outside the village of Sagau and none lived as close to the forest as Johann and Agnes Mayer and their 12-year-old daughter, Anne. The villagers said something horrible lurked in the dark woods and there was no reason to test it. But for Anne, the forest stood as a mystery which begged to be solved.

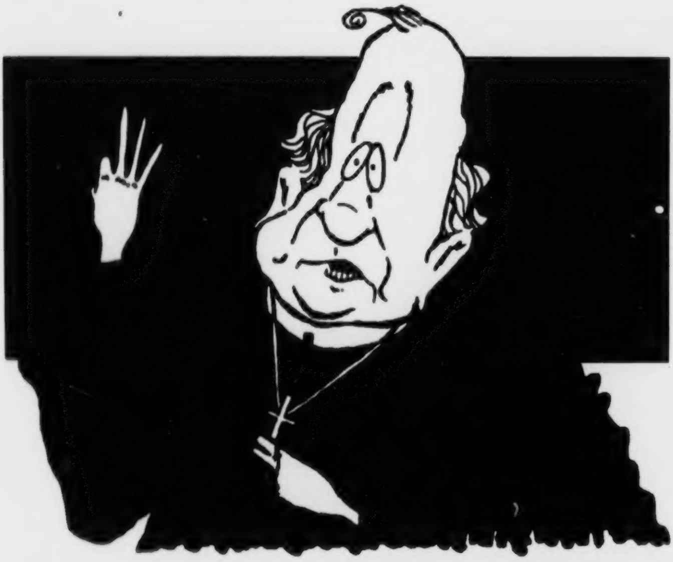


One day while Anne's mother Agnes was visiting her sister in Breslau, Anne and her father decided to walk to the village for fresh supplies of flour, cheese, and chamomile tea. They also wanted to buy some straw and strong twine so they could make a new broom. Early in the morning, father and daughter shook out their featherbeds and dressed for their walk. As they strolled hand in hand down the well-worn path, Anne sang happily and gazed at the beauty around them. Suddenly she slowed her steps and flashed a mischievous smile at her father. With a sigh which meant that he had understood his daughter's silent request, Anne's father began the often retold story of the forest.

"It's been 20 years since anyone has dared go into the forest," Johann said. "Before then, I loved to listen to the stories the hunters told when they returned to the village. The hunt sounded exciting, but I wasn't allowed to go into the forest. My father had died and my mother was afraid a wolf might attack me. 'Later, Johann,' my mother used to say, 'when you are much older.'"

Anne skipped on ahead of her father, then stopped and turned back to make sure he would continue the story, "Yes, Papa?"

Johann's face grew stern. "One day when my mother and I were in the village, I heard the old priest speak to a group of townsfolk. 'Klaus Opfer hasn't come back from the hunt and it has been three days now,' he said.

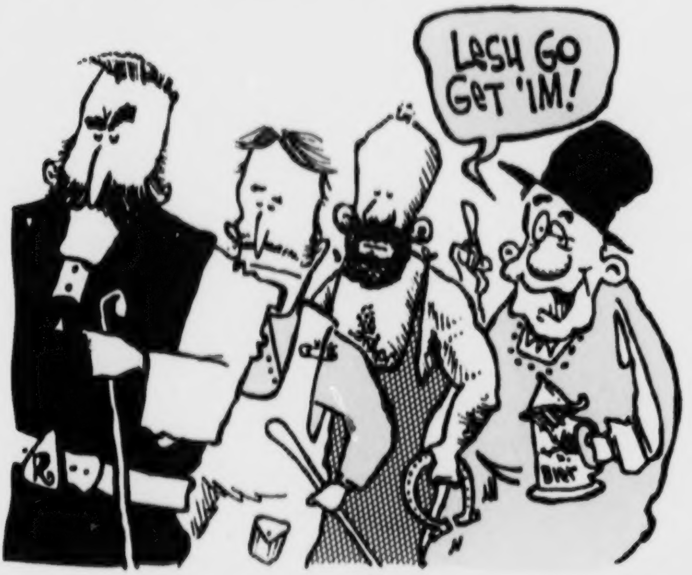


'Probably got lost,' one man suggested.

Another man said, 'Klaus is so stubborn he's probably tracking down some deer and won't give up the chase.'

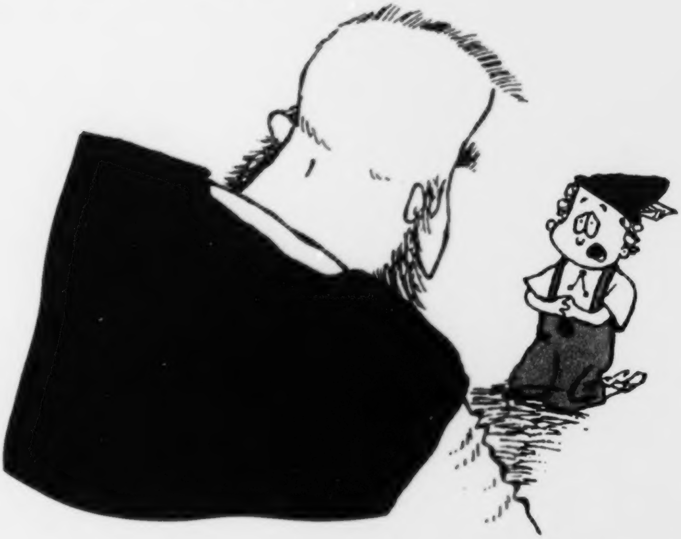
'We should form a search party,' said the priest, 'whatever the reason.'"

Anne waited for her father to catch up to her, and then she took his hand. Johann cleared his throat, looked away, and continued as they walked. "That afternoon, my mother and I walked back with the search party as far as our cottage. Mama went inside but I followed the others to the edge of the woods. Big Rudolf led the way with his brother Fritz. Behind them followed the village blacksmith, the brewer, the tanner, and two hunters.


LESH GO GET 'IM!

At the entrance to the forest, Big Rudolf turned around and caught me trying to hide behind the blacksmith. 'Far enough for you, Johann,' Rudolf said.

'Please let me come along,' I begged, 'I can take care of myself.'

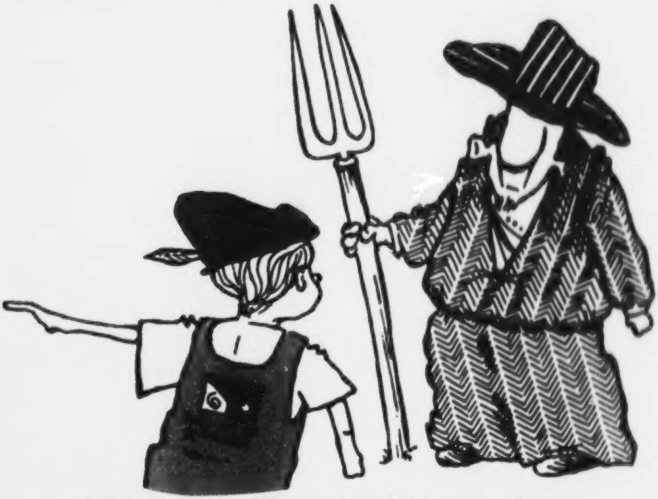


'And your mother will take care to give us a good kick in the pants,' said Fritz. He laughed and the other six laughed too. My face turned red and I turned back. I heard them singing as they went into the woods.

As I approached our cottage, I heard Rudolf yell, 'Look out, Fritz!' I ran to the edge of the forest. A deep roar rose above the screams of the men. I stood on the path, frozen with fear. The screams grew louder and then faded.

Just then Sepp, the farmer who lived nearby, ran up behind me with a pitchfork in his hand.

'What was that?' he asked. I could only point toward the forest."

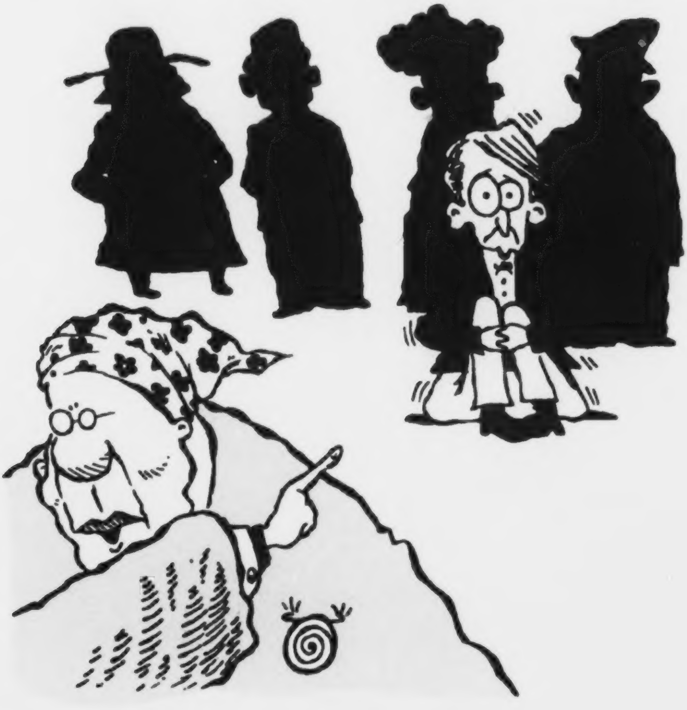


Johann paused to wipe his eyes. Anne arched her eyebrows and said, "Did the farmer ever find anything?"

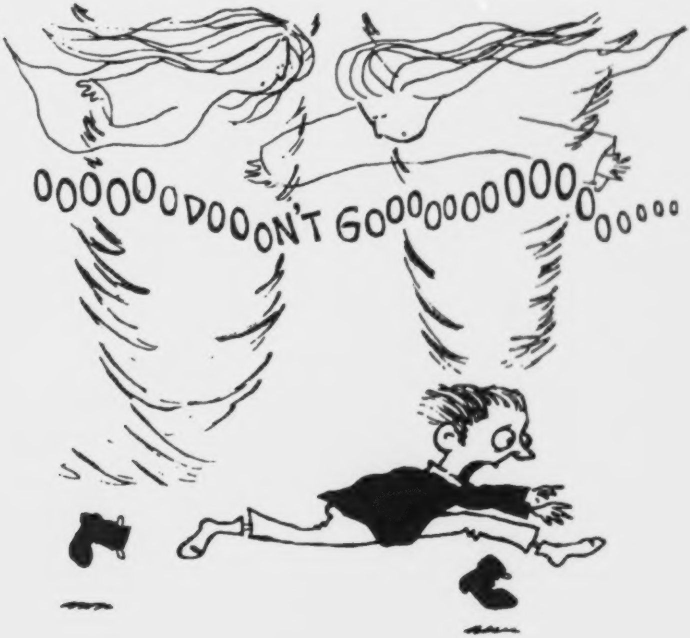
"Sepp went into the forest and soon came out without his pitchfork. He held something in his hand, close to his chest. I couldn't keep up as he ran back to the village. Later, I heard he had fainted as he arrived at the market square. In Sepp's hand was Big Rudolf's left boot with Rudolf's bloody foot still in it."

Anne looked up into her father's eyes and said, "But you didn't see it yourself, did you, Papa?" Johann just shook his head.

When Anne and her father reached the village, they noticed a crowd had gathered at the central square. Because her curiosity always got the best of her, Anne insisted they investigate. As she led her father through the tangle of fearful citizens, he also became curious and began to ask people what all the excitement was about. An old woman wearing a flowered head scarf said, "This man," and she pointed to a pale-faced young man who sat trembling in the center of the crowd, his eyes large as white saucers, "this visitor from Rabka says he saw phantoms at the edge of the forest."

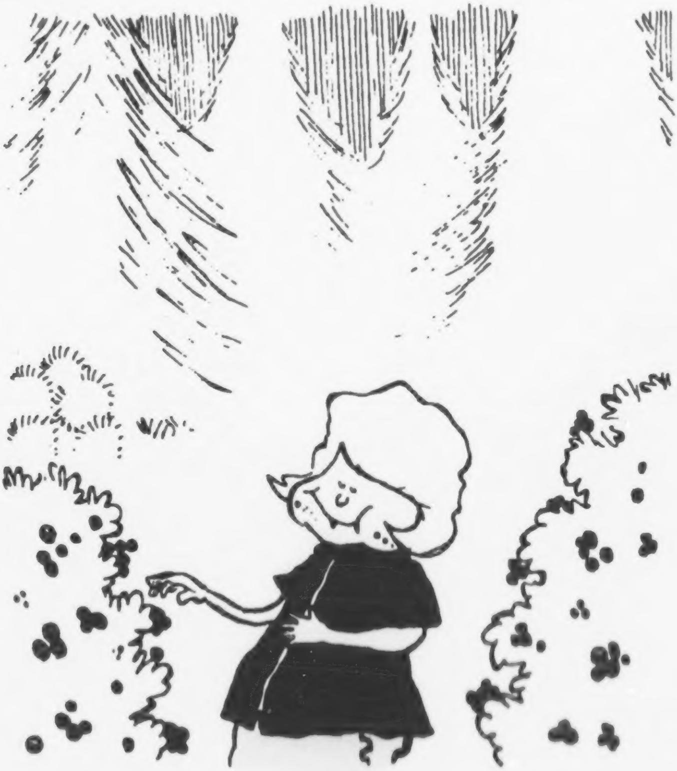


"They were ghosts, I tell you," he babbled. "Two of them looked like women. Floating in a big pine near an abandoned path. Chanting something about don't go into the forest, danger there. Scared me to death. I ran so fast I almost ran out of my shoes."

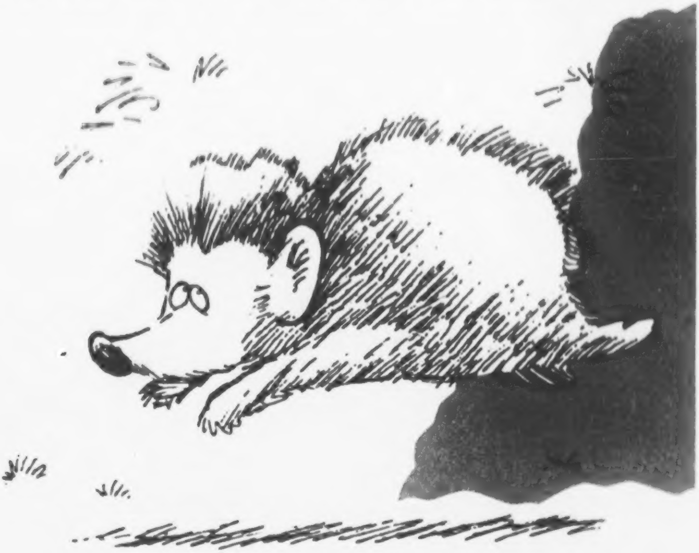


His hands shook as he spoke; wine sputtered out of his cup. As she watched him, Anne knew this was the chance she had waited for, the chance to unlock the forest's mystery.

Quickly Anne dropped her father's hand and hurried back on the path toward the cottage. When she reached the towering pine tree, she turned onto the abandoned path. Because she was unsure of what she would find, Anne walked cautiously and concentrated on the old faded markers on the trees. Blackberry bushes grew everywhere and she halted for a feast of ripe berries. The forest path was dim, but the atmosphere seemed quiet and peaceful.



Exhausted by her journey, Anne had just sat down on a fallen log when the leaves on a nearby bush began to shake. She jumped back, and a bristly brown figure darted out. Only a hedgehog!

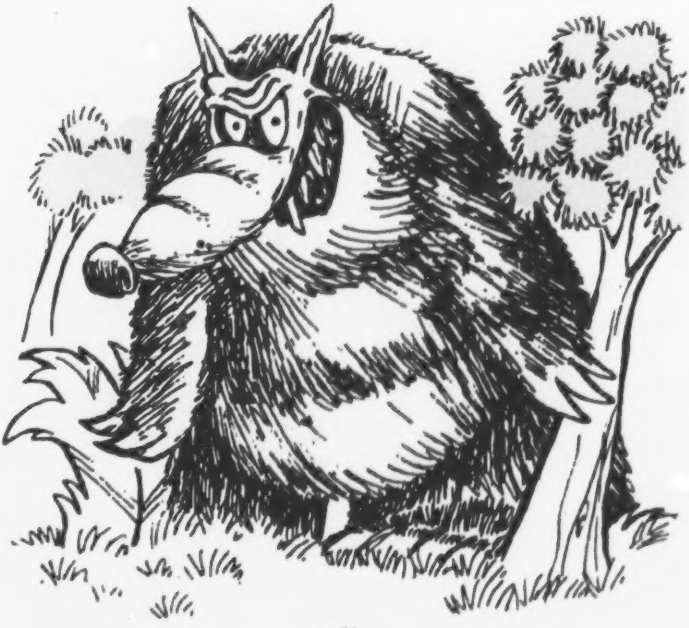


As she started to breathe again, she laughed at herself for being frightened. It must not be time to rest, she thought and continued deeper into the woods, still excited but less confident.

What was the real reason no one journeyed into the woods? Was there a wondrous secret hidden there, or did the ones who never returned simply get lost? Her thoughts were interrupted as she came upon a clearing with a shining lake. Tall pines on the distant shore reflected on its silver surface.

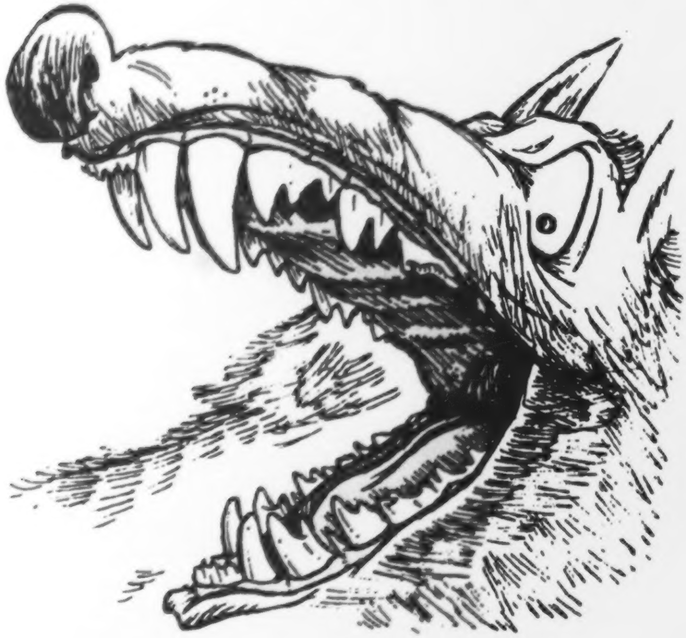
A few steps later, she heard it—a low growl and then a wheeze. She froze in her tracks, her heart pounding. In the next moment, she saw the beast who had terrified the villagers for the last 20 years. He was as large as a bear and had the face of a wolf. His massive body was covered with ragged black fur. Slowly the beast's bulging bloodshot eyes met her own frightened stare. Drawing back his lips to reveal long yellow fangs, the creature spoke.

"Pity you are so small, little one."



"How do you know I'm alone?" Anne shot back. Her rebellious tone surprised even herself.

The monster threw back his head and opened his mighty jaws showing the depth of his ruby throat.



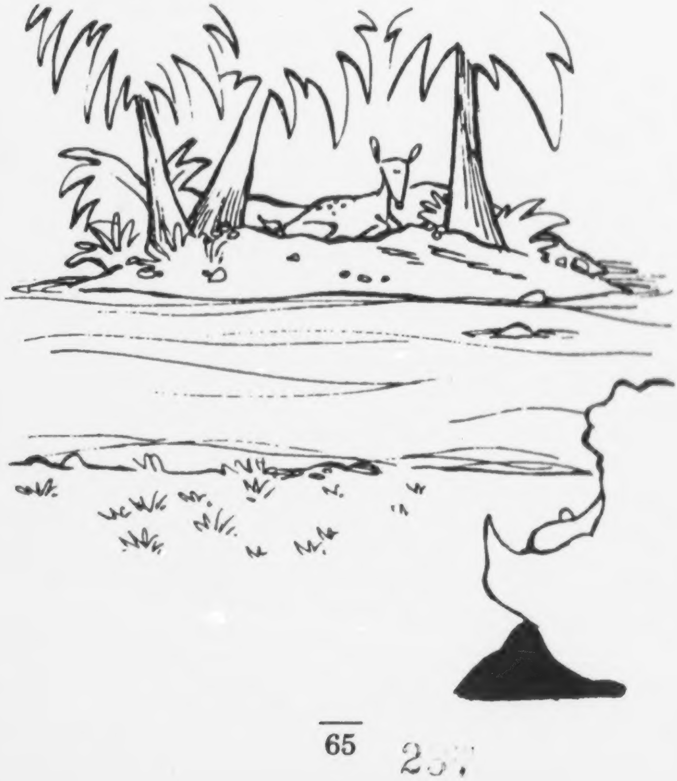
"I am Grindelstark, and I shall devour you as I have the others. Many seasons have passed since I last feasted on the bones of a two-legged creature. My appetite is big. If you are not alone, I will be pleased."

Anne's mind worked furiously. The path was long and Grindelstark was surely swift.

"Some monster you are. You stay in the woods when there is a whole village . . . ." Anne sucked in her breath trying to recapture her last words.

"Alas, my eyes only serve me well in dim light. I am almost blind in strong sunshine or night's blackness, so I cannot leave the forest."

Anne looked up and saw storm clouds had filled the sky. She reached into the pocket of her dress and nervously fingered a forgotten piece of chalk. Suddenly, she spied a deer lying on a small rocky island in the lake.

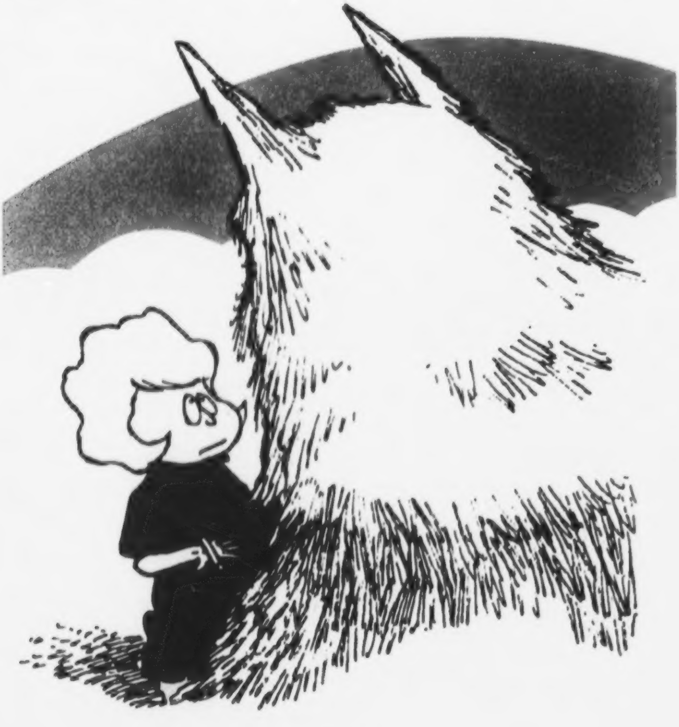


"Look, Grindelstark, you missed an easy meal right there on that island. Why don't you go for it now? It's only a couple of swim strokes away."

"Unfortunately, I cannot swim, my little morsel."

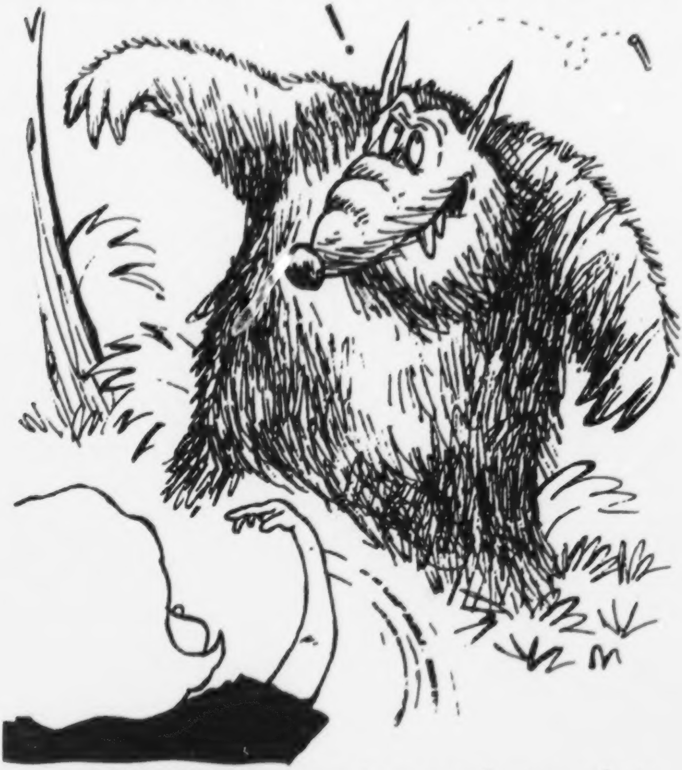
As he spoke, Grindelstark moved between Anne and the safety of the water. Anne brought her perspiring hands together.

"What have you there, tasty one?" demanded the beast as he caught a glimpse of the chalk in her right hand.



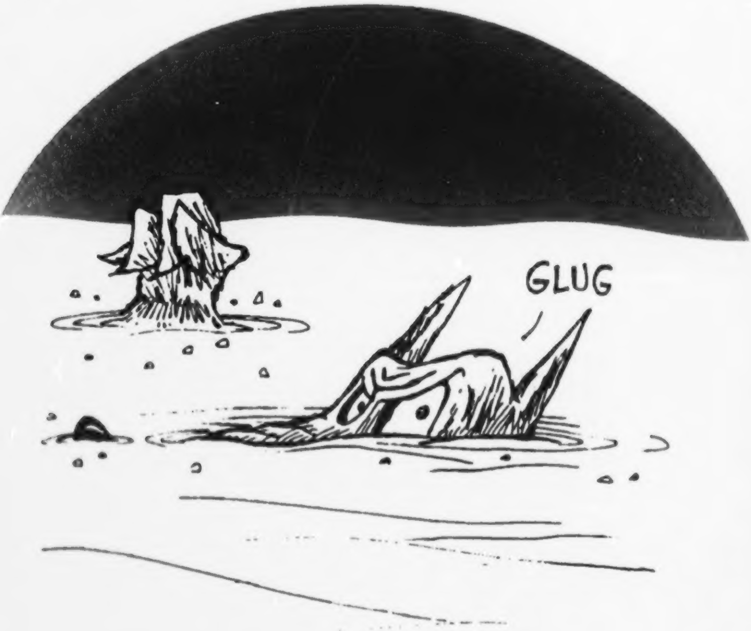
Anne looked down. "Oh, nothing," she said. "Nothing but the bone of a chalkenwritingstick. It's a one-legged animal with the most delicious bones in the world."

Grindelstark drooled. "Ah, then I shall save this delicacy for after I have made a meal of you."

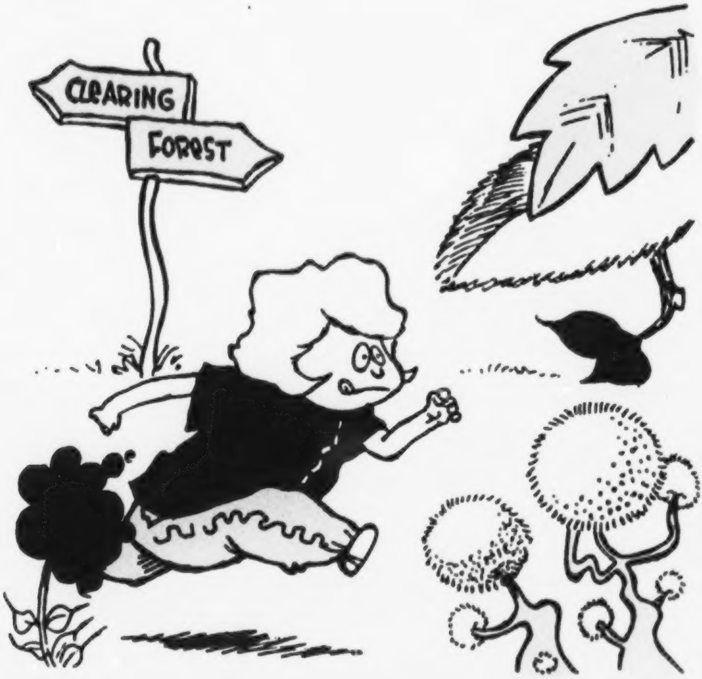


With that, the monster reared up, ready to spring, his bloodshot eyes focused on Anne's right hand. Anne whipped back her arm and flung the chalk missile high over Grindelstark's head.

With lightning speed, the monster spun around and leapt high into the air. The chalk barely rippled the surface as it hit the water. Grindelstark bellowed and writhed in midair as he realized he was to follow the little bone to a watery grave. A spray of water covered Anne as the beast splashed into the lake. Grindelstark thrashed wildly and churned the water's surface into foam. Soon only the monster's head remained above the surface. He rolled a bloodshot eye toward Anne and said, "I had you, all mine," then opened his cavernous mouth wide against the sky and sank to his death.



"The forest is safe now," Anne told herself as she watched the last bubbles break on the lake's surface. She held her arms across her chest and hugged herself. Somehow she didn't feel ready to celebrate. Papa must be worried to death, she thought.



Anne turned and raced across the clearing back into the forest. Clouds covered the sun, and she barely saw the markers on the trees. Halfway through the forest, she heard heavy footsteps on the path, and they seemed to be coming closer. She crouched down as a tall figure broke through the trees.

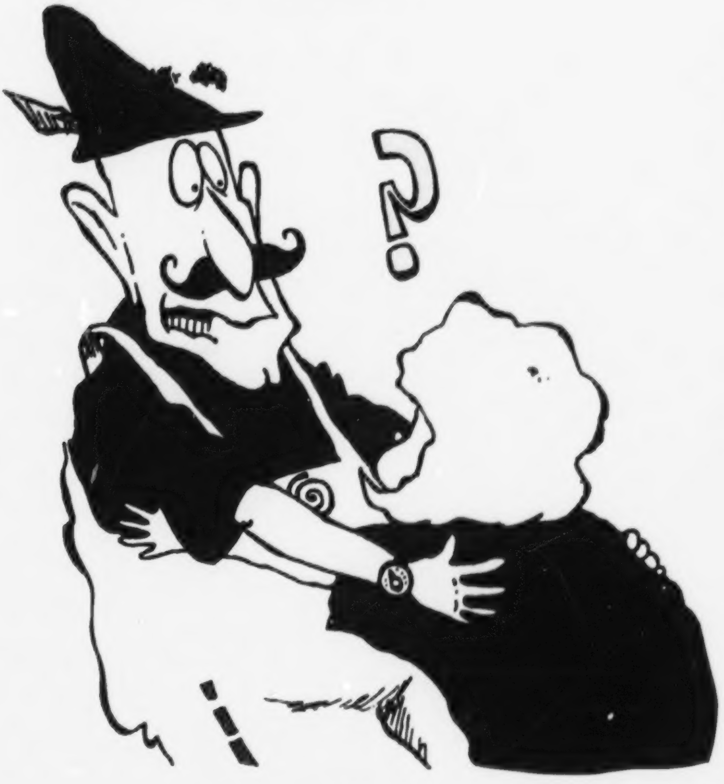
"Papa!"

"Anne, you're safe! Hurry, let's get out of the forest while we still can."

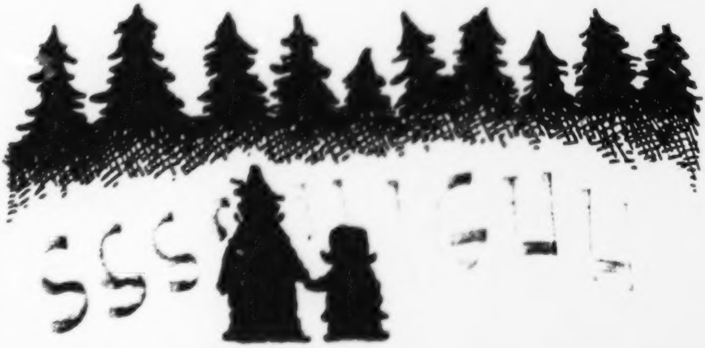
Anne jumped up into her father's arms and said, "We don't need to hurry any more." Johann pulled his head back and looked into her eyes.

"It's true, Papa," she said in a confident voice. "The monster is dead."

"But how?" said Johann.



"At first, I didn't believe the old story," Anne said, "But then I saw it, down by the lake, a huge monster named Grindelstark." As Anne told her story, the pines began to hum in a strong wind. Anne stopped, and father and daughter stood silently and listened to the sound in the trees. Anne, Johann, and the forest let out a long sigh of relief.



Things to do *after* reading the story

Anne's curiosity made her want to investigate the mystery of the monster who lived in the forest. Her curiosity could have gotten her into trouble, but she was so smart and brave that she managed to outwit the Grindelstark. Ask your mom or dad to tell you about a time when curiosity made them want to investigate a mystery and try to solve it.

We hope you have had fun with these stories!

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Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening.

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1. Make the story fun for children—your primary audience. The adult reading along will enjoy the story if the child does.
2. Make sure that your story is acceptable to parents. We do not want parents to reject the story because it is inappropriate for their children. Writing a story that is interesting to children and at the same time pleasing to parents is a big challenge.
3. Your story should be no longer than eight double-spaced pages with one-inch margins.
4. Correct grammar and syntax are important. For the most part, we choose to model correct standard English.
5. Be careful about the vocabulary you use in your story. Rule out really long and difficult-to-pronounce words.
6. Make your stories gender inclusive. Do not use sexist terminology or ideas. Our stories must be interesting to both boys and girls.
7. You may illustrate your own story, but the illustrations must be line drawings in pen and ink only. The drawings must be able to be scanned, so too much detail will not work.
8. Stories that have action and dialogue work well for the audio portion of the magazine.

Articles for Parents:

1. Articles should contain practical information and helpful strategies. Anecdotes and other experiences modeling useful learning methods are particularly desirable.
2. Your article should be no longer than four double-spaced pages with one-inch margins.

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Future Issues of *Parents and Children Together*

Improving Your Child's Memory
Teamwork Learning
Expanding Your Child's Vocabulary
Learning about the Lives of Famous People
Special Needs of Special Children
Reading Aloud
Learning to Think Critically
Going Places
Facing Loss and Grief
Learning the Rules of Good Writing
Active Television Viewing
Acting Out Stories
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Parents and Children Together

Improving Your Child's Memory

HEY, AREN'T YOU STONE GIANT?
THAT GOOZLE... HE NEVER FORGETS A FACE!

Read-along Stories:

Andy's Babysitter
Gizzy and the Goozle
Skunny-Wundy's Skipping Stone

This booklet has a companion audio tape on "Improving Your Child's Memory." Occasionally there are directions on the tape that do not appear in the booklet, or headings in the booklet that aren't spoken on the tape.

THANKS for the MEMORIES!
WHAT MEMORIES?

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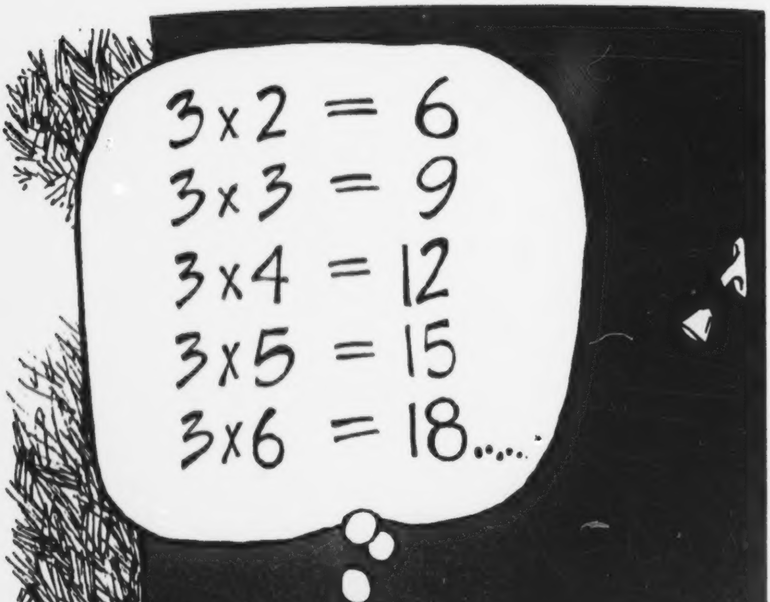

3x2 = 6
3x3 = 9
3x4 = 12
3x5 = 15
3x6 = 18.....

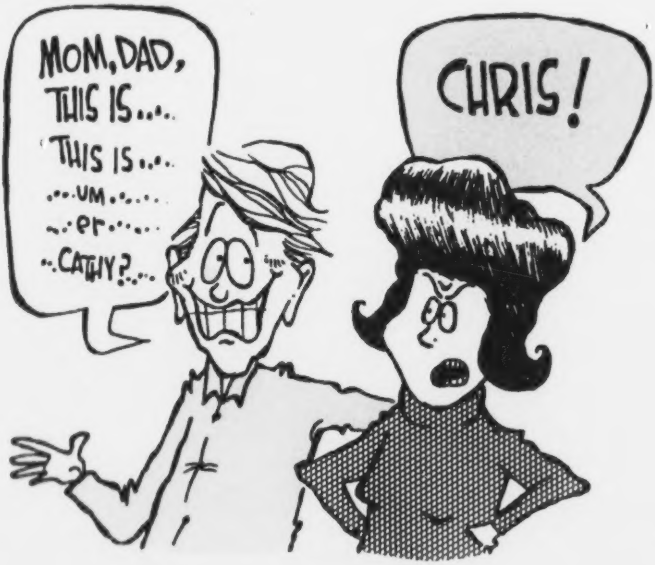
Getting Started

Welcome to this month's issue of *Parents and Children Together*. Have you noticed that we often take our memories for granted, and don't think much about them until we forget something? In this issue, we talk about why a good memory is important, and discuss ways you can help your children improve their memories.

On side B of the tape (and in the second half of the booklet) we have three read-along stories. We encourage you to listen to these stories and to read them with your children, so that they may participate in the excitement of story reading. Of course, your children can also listen to the stories alone, if you wish.

Improving Your Child's Memory

Everyone of us forgets things from time to time. Sometimes we even forget important matters. For instance, when I was a senior in high school, I fell madly in love with this wonderful girl—as most high school boys tend to do. I took her home to introduce her to my parents. As we all stood there looking at each other, I could not remember her name. Needless to say, that love affair had a short life.


MOM, DAD, THIS IS..... THIS IS..... ...UM....... ...er...... ..CATHY?....
CHRIS!

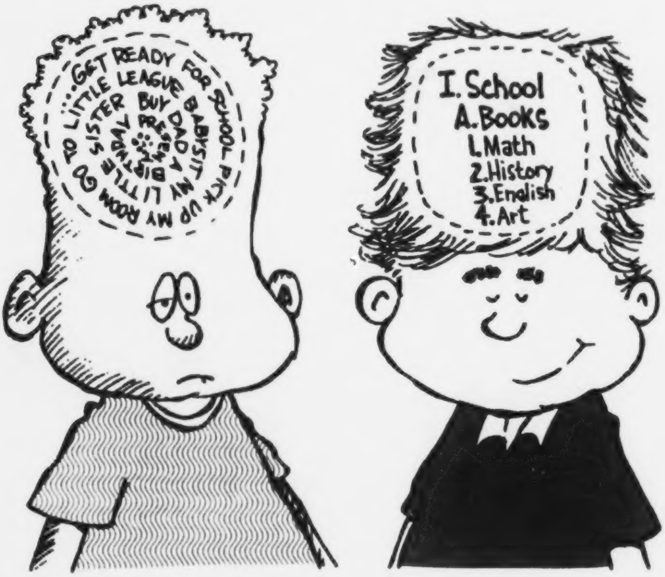
250

Forgetting is a common experience. And don't we all admire those people who seem to remember all kinds of important details? They probably make us feel that they are smarter than we are. But in actuality, they may not be. They just know how to use memory patterns better than we do. That's all memory is—a system that helps us store and then recall information.

Is memory important? Yes, indeed. It is important in all aspects of our lives: in school, in business, in our daily conversations, even in our love lives. You may hear some contrary statements. Some educators say that knowing how to find information is what counts, not what we remember. That attitude may, in fact, give us a wrong impression. There is no doubt that students must know how to find information, but remembering information (rules for grammar and computation, and other facts about literature and physical sciences) enables children to learn more and more advanced concepts. Our memory enables us to become experts in our jobs and also helps our children demonstrate what they have learned.

What Is Memory?

Some people have better trained or better organized memories than others do. Our ability to remember things depends primarily on our effective use of memory techniques and on the training that we give our memories. For instance, recent studies reveal that highly intelligent people who were not trained in good remembering techniques scored lower on memory tests than did people of average intelligence who had learned and mastered memory techniques.

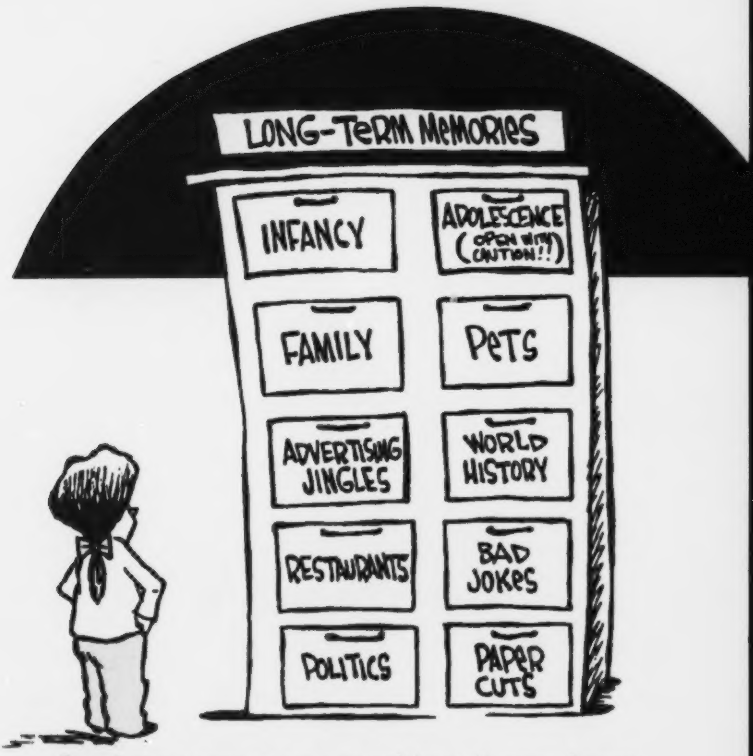

GET READY FOR SCHOOL PICK UP MY ROOM GO TO LITTLE LEAGUE BABYSIT MY LITTLE SISTER BUY DAD A BIRTHDAY PRESENT
I. School
A. Books
1. Math
2. History
3. English
4. Art

You can think of memory as a mental filing system. The better we organize our filing system, the more efficient we will be in pulling the right folder from the filing drawers that make up our system.

We actually have three different mental filing cabinets—each for a different kind of memory: sensory memory, short-term memory, and long-term memory.

Our sensory memory cabinet stores impressions recorded by our senses. That is why we are often able to remember something by thinking about its taste, its smell, its feel, or its appearance.

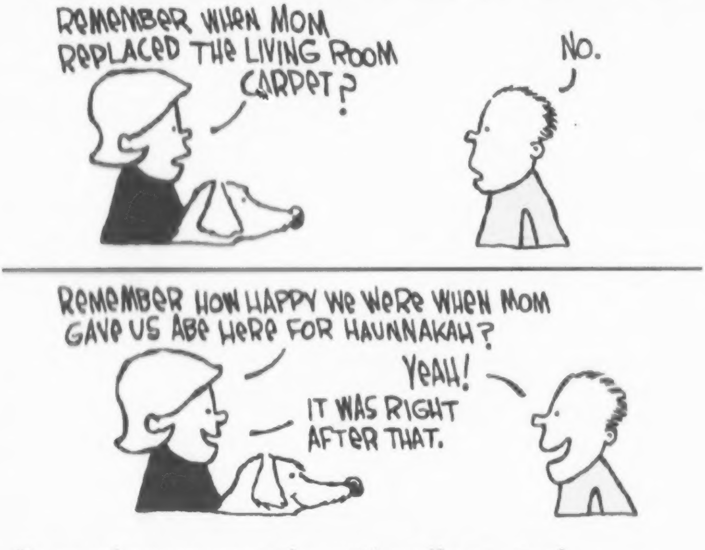
Our short-term memory cabinet is a very small one—it can only hold about seven items at any one time. We usually forget information stored in our short-term memories in less than 30 seconds. This kind of memory is useful for temporarily recording information. For instance, when we dial an infrequently used phone number, recall what we need to buy at the grocery store, or keep track of what someone has just said in a conversation, we are using our short-term memories.


LONG-TERM MEMORIES
INFANCY
ADOLESCENCE (OPEN WITH CAUTION!!)
FAMILY
PETS
ADVERTISING JINGLES
WORLD HISTORY
RESTAURANTS
BAD JOKES
POLITICS
PAPER CUTS

Our long-term memory cabinet is very large and has lots of different drawers. In fact, it has a virtually unlimited capacity. Facts, ideas, and remembered experiences can be stored in our long-term memory for many years or for a whole lifetime. Information goes through the short-term memory to reach the long-term memory. What would otherwise be "forgettable" information gets transferred to our long-term memories either because it is especially meaningful to us, or because we repeat or rehearse it often enough to complete the transfer process. In order to easily recall it, we must occasionally review information stored in our long-term memories.

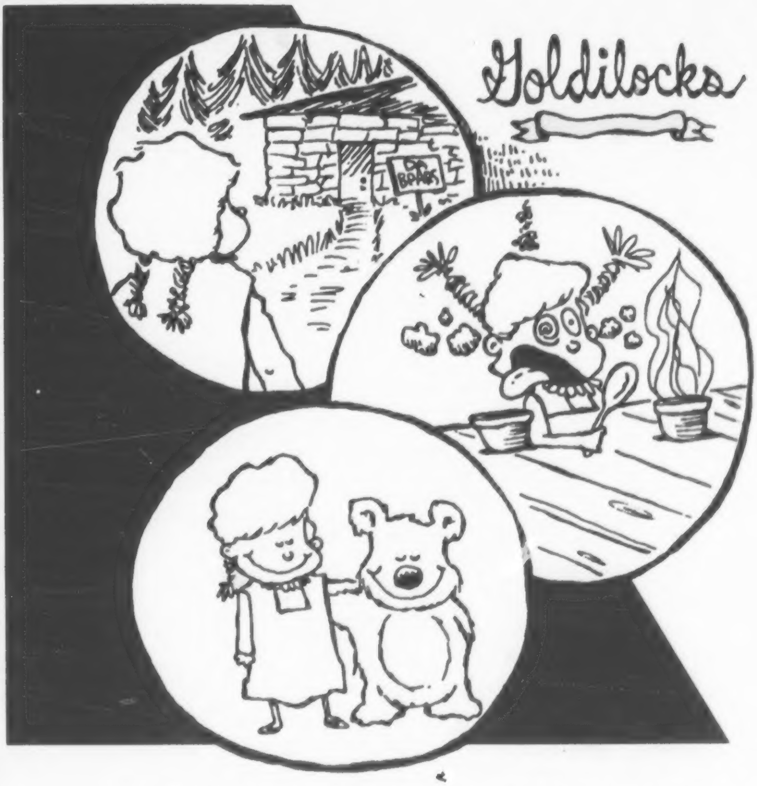
Everyone Loves a Story

We are only able to remember information that we can arrange into organized categories and then relate to something that we already know. We more easily remember things that have meaning or genuine significance for us. Our memories are not little computer chips that we carry around in our heads; like everything else about us, they are tied up with our emotions. Consequently, information that evokes an emotional response is much easier for us to remember than the items of a random list.


REMEMBER WHEN MOM REPLACED THE LIVING ROOM CARPET?
NO.
REMEMBER HOW HAPPY WE WERE WHEN MOM GAVE US ABE HERE FOR HAUNNAKAH?
YEAH!
IT WAS RIGHT AFTER THAT.

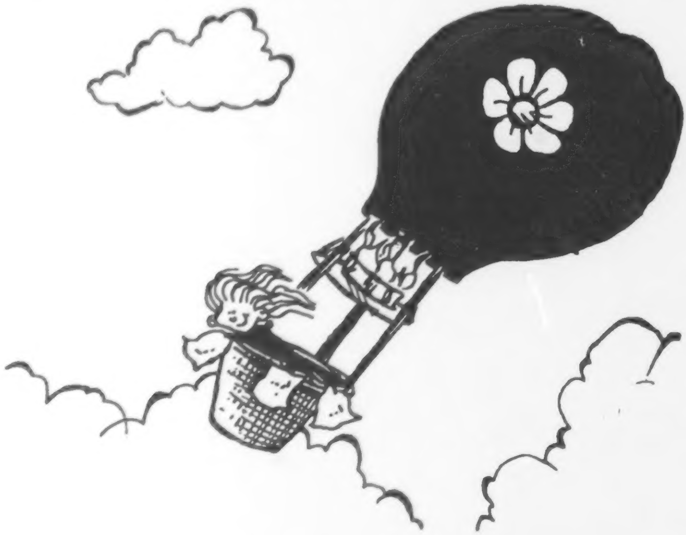
Even when we record emotionally neutral information in our memories, these facts and ideas become colored by our hopes and fears and intentions. Our memories are sort of like our stomachs: what goes in changes as we digest it.

Studies show that we can more easily learn and remember information presented in story form. Stories are wonderful teaching tools. Jesus taught in parables to illustrate moral truths and thus make them more memorable. For instance, the story of the Prodigal Son reminds us of the need for forgiveness and love within families. Aesop's fables also used the same story-memory principle. Thinking of teaching as storytelling may help parents communicate the values they want their children to remember.



But what makes the events of a story easy to remember? Stories work so well because they have a recognizable structure. Every story has a beginning which sets up a conflict between characters, a middle which elaborates on and develops the problem, and a conclusion which typically resolves the conflict in a happy (or sometimes sad) ending. Stories also have emotional content which serves to make the information or main ideas they contain more memorable.

Stories are such powerful and meaningful teaching tools because we all tell stories about our lives to make sense of our experiences. For instance, my three-year-old niece, Hannah, likes to make up stories about taking hot-air balloon rides all by herself. As Hannah describes what she does while she's floating through the sky, she is always careful to say that her parents are waiting on the ground below, and are ready to catch her if she falls. Hannah tells this story to express both her delight and her hesitation about her new experiences in growing up.

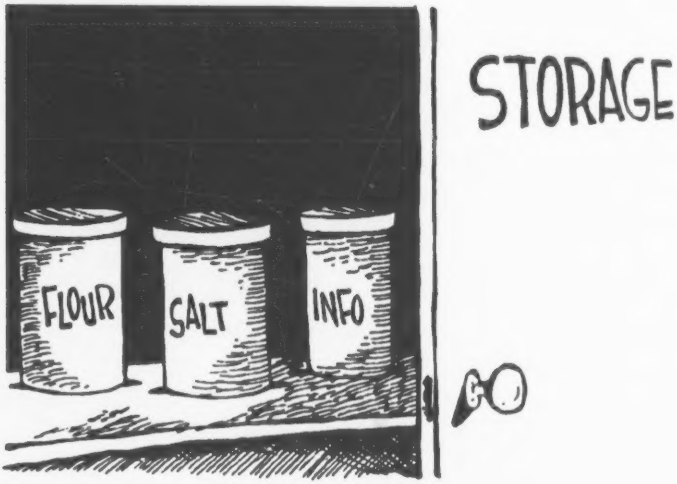


Most of us don't make up stories quite as imaginative as Hannah's, but we do feel the need to tell stories about the events of our lives to someone, because telling stories about our experiences helps us understand them better.

Maybe that is why telling students stories about new knowledge helps them make sense of it and incorporate it into their own vision of the world. The most effective memory techniques invite us to make up stories about the information we want to remember.

Memory Tricks and the Three Rs

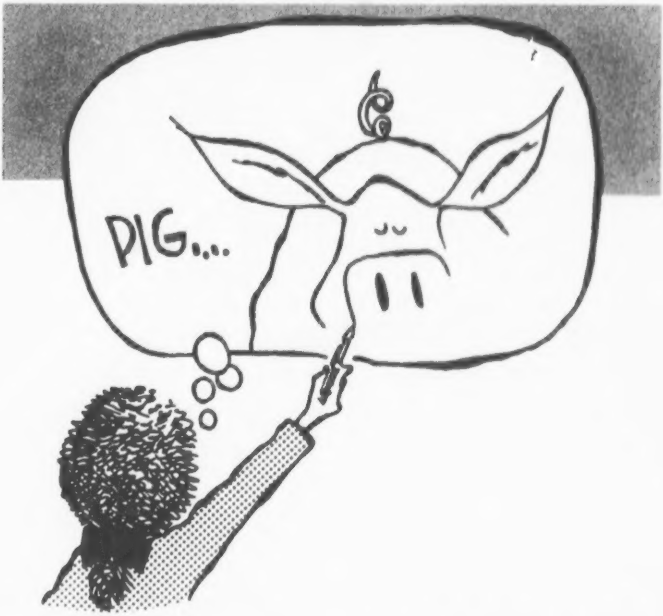
Memorizing facts is a three-stage process which involves recording, retaining, and retrieving information. These are the three Rs of remembering. First, we need to record or learn the information. Next, we need to retain or store the information until it is needed, and finally, we need to be able to retrieve, or find, the material so we can reproduce it. You can help your child improve his memory by teaching him some of the following memory tricks:



Sensory Memory Cues

The ability to visualize is an essential part of most of our thinking. Studies show that we recall information better when we combine a picture with oral or written information. When we "record" ideas in this way, we are using all three of our memory filing cabinets. A story, of course, helps us visualize information.

Helping your child learn how to "draw" pictures in her mind can be fun for both of you. Try the following visualization exercise together.



As we look at pictures in our minds, we need to notice three things:

- **Details:** For example, picture a crocodile in your mind. Be sure to notice the details of its appearance. What are some of its features? Does it have bumpy skin? How big are its teeth?

- **Color:** Notice the crocodile's color and markings. Is your crocodile green or brown? Is it a lady crocodile? Is she wearing purple lipstick and red nail polish? Or is it a gentleman crocodile who has a black mustache and is smoking a cigar?
- **Action:** Now that you have drawn a detailed picture of the crocodile in your mind, have him or her do something and then describe it. If your crocodile does something really ridiculous, it will be easier to remember.

The Memory-Link Trick

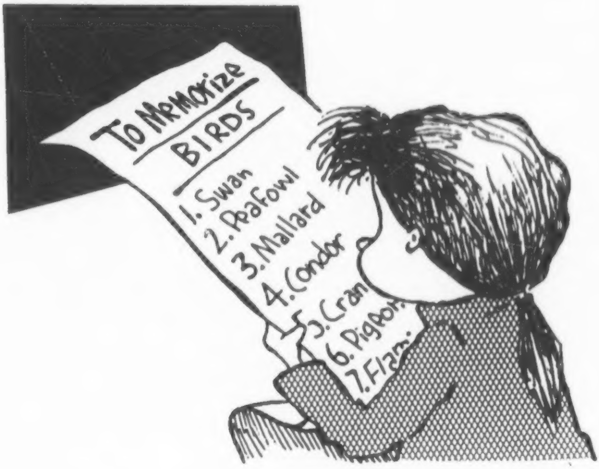
The ability to visualize images in your mind (remember the crocodile with the purple lipstick) can help your child have fun while she learns certain facts. Now, try this "memory-link trick" which can help your child find the right information in her mental filing cabinet.

STEP ONE:

- Ask your child to think of a word which rhymes with each of the numbers from 1-10: 1/sun, 2/shoe/ 3/tree, 4/door, 5/hive, 6/chicks, 7/heaven, 8/gate, 9/sign, 10/pen.
- Write down each number and its corresponding rhyming word.

ONE	SUN
TWO	SHOE
THREE	TREE
FOUR	DOOR
FIVE	HIVE
SIX	CHICKS
SEVEN	HEAVEN
EIGHT	GATE
NINE	SIGN
TEN	PEN

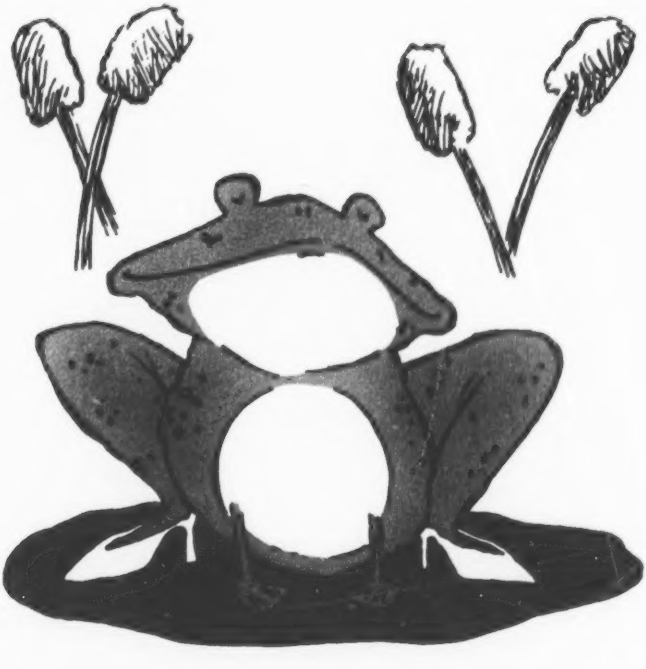
- Go over the list and ask your child to picture each item in his mind.
- Ask your child to study this list until he knows it well so that he can use it as a memory cue whenever he needs to remember a list of ten or fewer items.


To Memorize
BIRDS
1. Swan
2. Peafowl
3. Mallard
4. Condor
5. Cran
6. Pigeon
7. Flam.

STEP TWO:

- Ask your child to write down a second list of words that he needs to memorize. Maybe he has to memorize examples of the five different kinds of vertebrate animals for his science class. You and he can link examples of each of these different kinds of vertebrates with an item on your first list so that they will be easier to remember. Be sure to notice details, color, and action. For instance:

1/Sun: A camel is a mammal who sits under the hot sun.



2/Shoe: A frog is an amphibian who hops around in high heels.

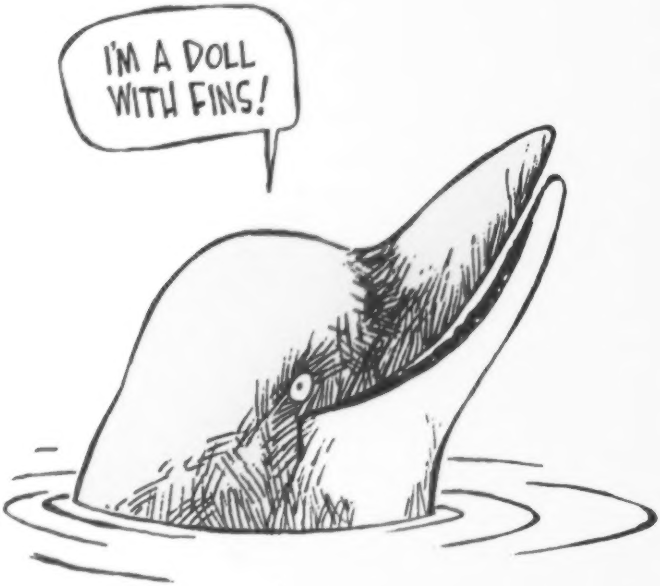
3/Tree: A snake is a reptile who lives in a tree.

✦ Ask your child to close his eyes and see if he can "see" this list of vertebrates doing these silly things. Then ask him to tell you what he sees when he pictures the sun, a pair of shoes, or a tree.

❖ The Similar Sound or Look-Alike Cue

You can help your child memorize new vocabulary words by helping her associate the word with other, more familiar words that sound or look similar and then by making up a one-sentence story which reinforces the word's meaning. Here's an example:

- word to be learned: dolphin
- similar sound or look-alike cue: doll and fin
- definition: a mammal who lives in the sea and looks like a small whale with a beak-like nose
- sentence or story cue: A dolphin looks like a whale of a doll with fins.

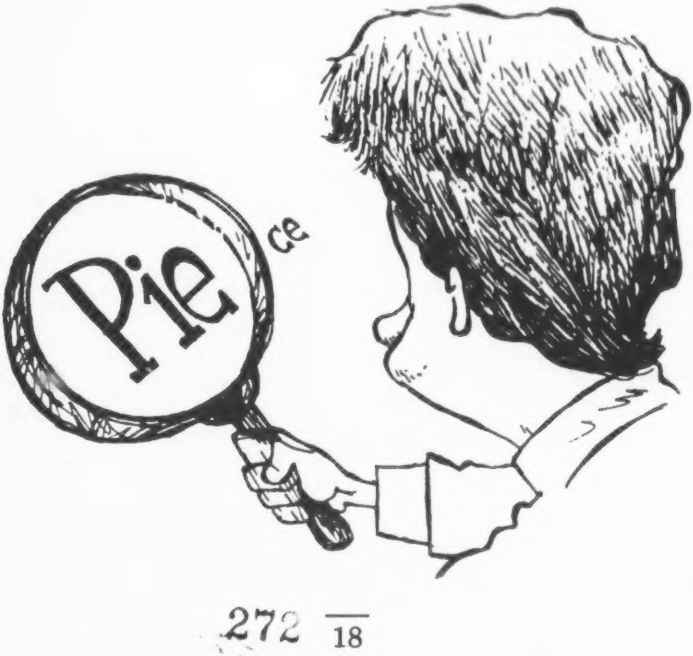

I'M A DOLL WITH FINS!

❖ The Hidden Clue Trick

This is a good trick for remembering how to spell difficult words. Ask your child to study the word she is trying to learn how to spell.

As she studies the word, help your child look for a smaller "hidden clue" word that will help her remember the correct spelling. In order to help her remember the "hidden clue," you and your child can make up a sentence using both words. Here are a couple examples:

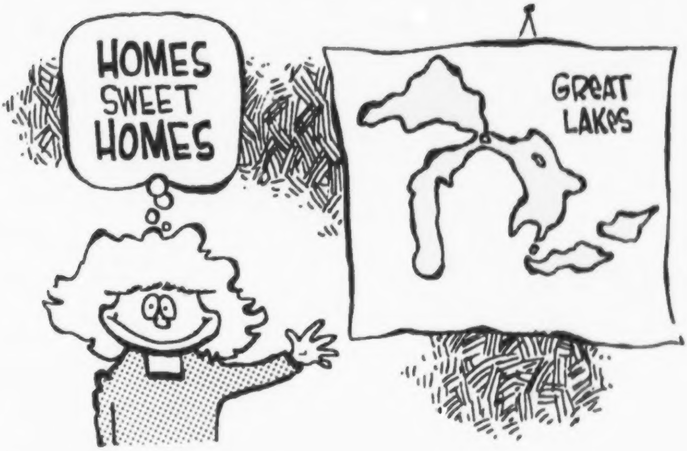
- ✦ **PIECE:** I wish I had a piece of pie.
- ✦ **THOROUGH**: Thorough is a rough word to learn to spell.



Secret Code Trick

This is another good trick for trying to remember lists of items.

- Write down the list of names your child needs to remember.
- Underline the first letter of each word.
- Find a way to make a word out of the letters. Say your child has to remember the names of the Great Lakes for geography class. If you rearrange the first letters of Huron, Michigan, Superior, Ontario, and Erie, they spell HOMES.



Avoid Overloading

Your child will remember more and remember longer if she works in several short sessions rather than if she tries to memorize lots of information in one long session.

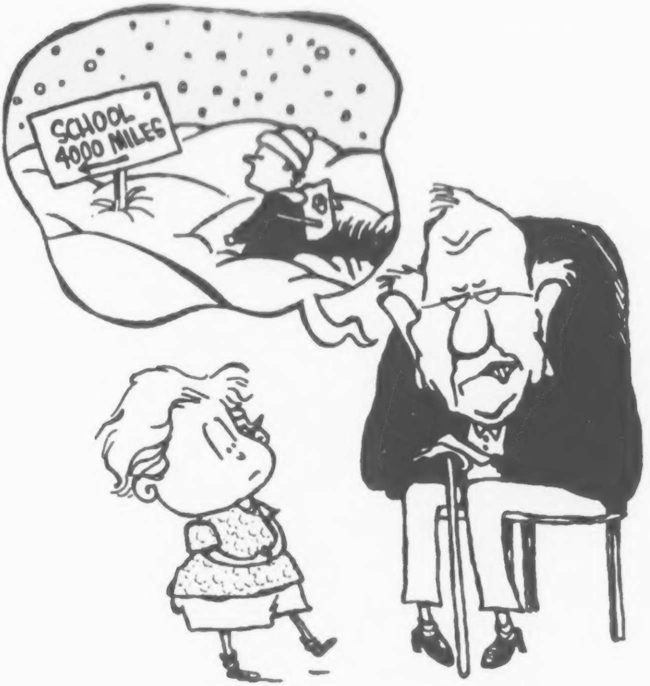
Memory and School Performance

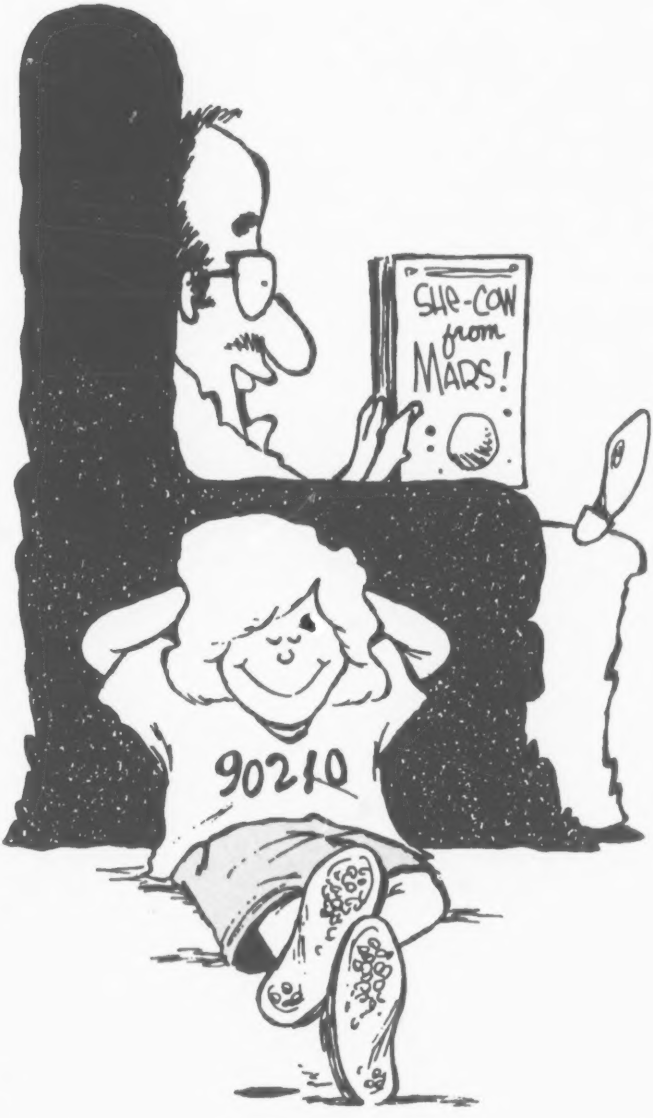
In recent years there has been continuing debate about the importance of rote learning. However, the amount of knowledge a student possesses (or has memorized) about history, math, geography, science, or the rules of good writing still serves as an index of her educational success. The ability to reproduce such facts is what most achievement tests measure. Clear, logical thinking usually involves the manipulation of remembered facts or procedures.

If your child has a hard time recalling information, that doesn't necessarily mean he didn't learn it in the first place. As one good teacher has remarked, "Learning is one thing, but remembering what you've learned is another thing entirely." Students are graded not on what they know but on what they can show they know. If they can't reproduce the information, that doesn't mean they never learned or have forgotten it, it just means that they don't have the right cue or mental tool to call up the information—they can't locate the right drawer (or maybe the right "folder") in their mental filing cabinets.

As parents, we can help our children become more successful students by discussing their schoolwork with them. It's very hard for any of us to memorize information we don't understand. Ask your children to talk over ideas that are hard for them to understand. Then they will have a better chance of memorizing new knowledge.

When we share our memories with our children, we are also helping them become better at memory tasks. Studies show that discussing and comparing their remembered experiences of past events with adults helps children organize their memories and sharpen their memory skills. Learning to talk about her memories in conversation with her parents and other adults helps a child shape her experiences into a story she can understand, organize, and discuss.



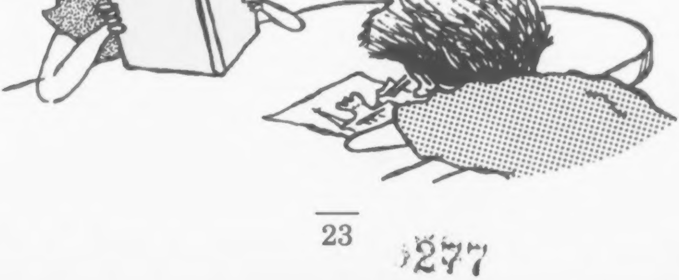

SHE-COW
from
MARS!
90210

Activities for Fun and Learning

Try a few of the following activities with your children to help sharpen their memories.

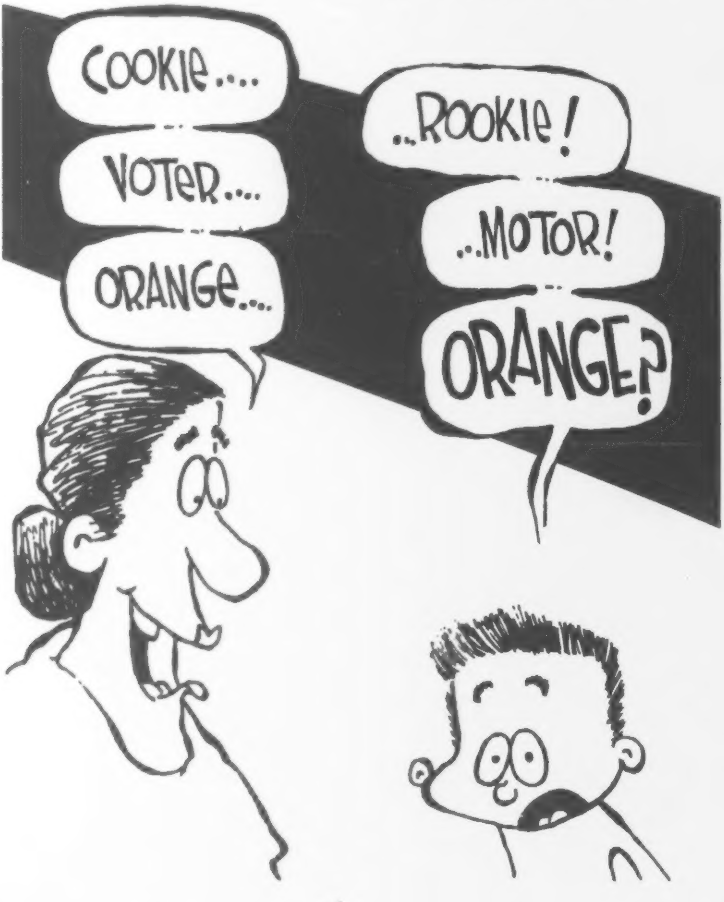
Picture Visions

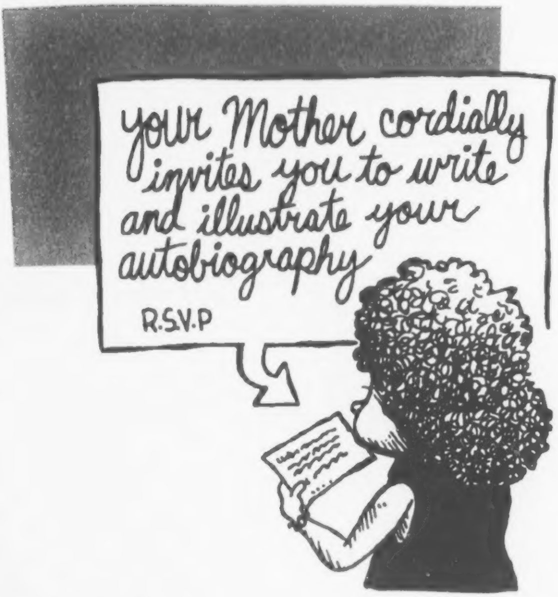
- While you read a simple story to your child, ask her to lie down with her eyes closed and visualize the characters and setting of the story. Then ask your child to draw what she sees. As you read the story, pause every paragraph or so to ask your child how she "sees" the story unfolding in her mind's eye. This kind of activity will help your child develop her ability to visualize new ideas and information.



Rhyme Time

- Play rhyming games with your child. Take turns coming up with a rhyme for a word one of you has chosen. (You say "dad" and your child says "lad"; you say "bad" he says "mad" and so on.) Then if your child is interested, discuss the meanings and relationships of these words.


COOKIE....
VOTER....
ORANGE....
..ROOKIE!
..MOTOR!
ORANGE?


your Mother cordially invites you to write and illustrate your autobiography
R.S.V.P

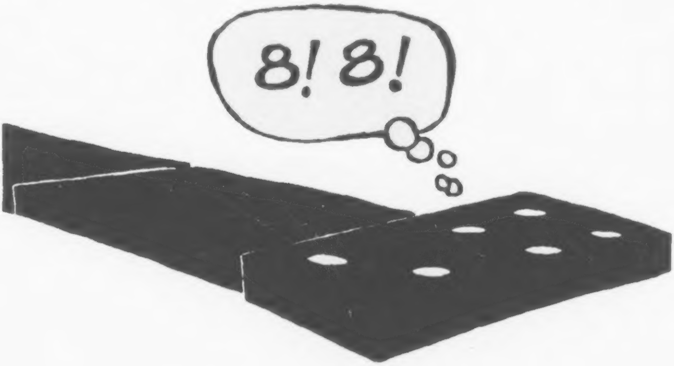
The True You

❖ Invite your child to write and then illustrate her own autobiography. She might dictate her memories to you as you write them down. Encourage her to begin the story of her life from the time when she was a baby and to include descriptions of specific experiences that stand out for her. This activity will give you an opportunity to discuss and compare memories of events which are important to both of you. It will also give your child practice in organizing and sequencing her memories. After she has finished her "memoirs" (this may involve several sessions in which the two of you work together), make her autobiography into a book which she can keep and share with the rest of the family.

Products of Memory

❖ Help your child learn or review multiplication tables by playing "Multiplication Dominoes." Here's how to play:

1. Spread out all of the dominoes face-down on the table.
2. One player turns over a domino.
3. Without using pencil or paper, all the players multiply the number on the first half of the domino by the number on the second half.
4. The first player who calls out the right answer gets a point.



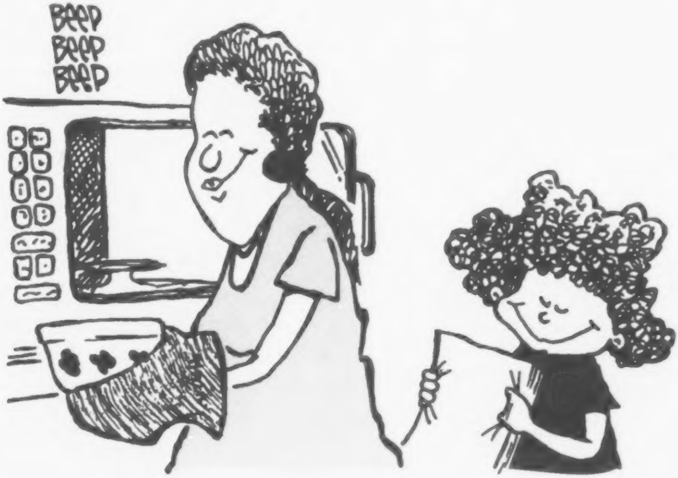
5. All of the other players have to write the multiplication problem and the correct answer on a piece of paper.
6. The first player who gets 20 points wins.

Simple Phrases

Beverly Brumbley tells us of a recent experience with her daughter.

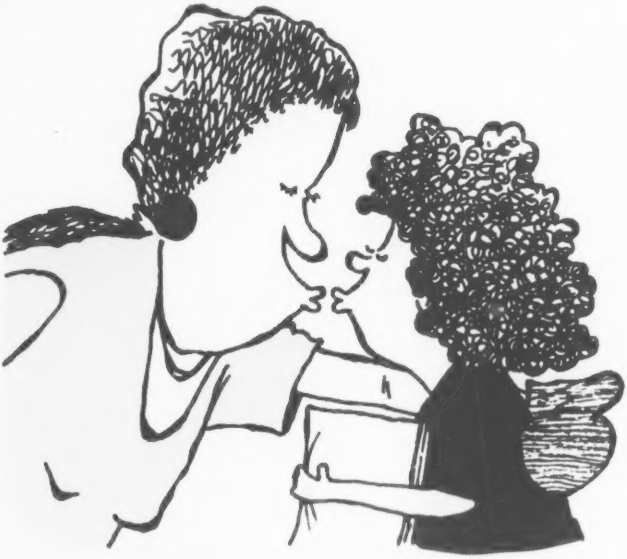
Running into the kitchen the other day, my little girl held up her notebook and showed me that her homework was finished. She said, "Now, what are you going to give me?"

Because I was preparing dinner, and suspected that she was referring to something sweet, I replied, "Nothing now, because dinner's almost ready."



She looked at me and retorted, "What about something from your lips?"

I was stunned for a moment, and then—realizing what she meant—I leaned down with a smile and gave her a kiss.

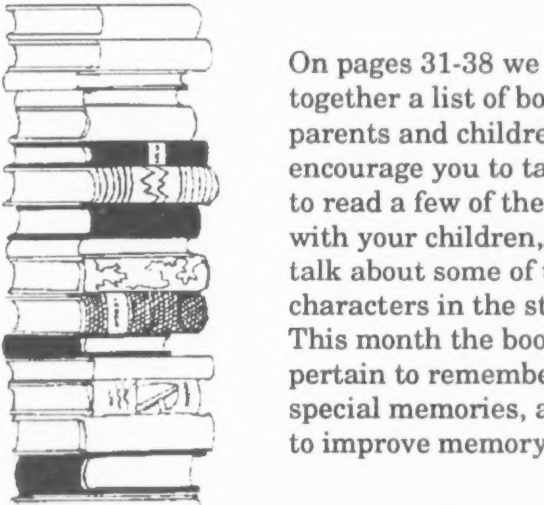


To that, she added, "And what about something from your shoulders?"

The hug I gave enthusiastically. As I watched her run off, I thought of how two simple phrases from a child had warmed my heart.

Think about using those phrases when your children ask you what you are going to give them. It shows that your love is one of the most important gifts you can give.

Books for Parents and Children



On pages 31-38 we have put together a list of books for parents and children. We encourage you to take time to read a few of these books with your children,.and to talk about some of the characters in the stories. This month the books pertain to remembering, special memories, and ways to improve memory.

At the beginning of this issue, we mentioned that side B of the audio tape contains read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about them ahead of time.

Before reading the story, talk about the title or things that might happen in the story. Then, after the story is finished, talk about it again. By the way, if in the middle of the story something funny or exciting happens, it's O.K. for you to stop the tape and discuss the event, or for you to ask your child questions such as "What is a swamp like? and What kind of animals live there?" or "Do you think you could outsmart a giant?" and then follow it up with a why or why not. These questions make your conversation about the story more meaningful and more valuable.

When you and your child are ready, turn the tape to side B and listen to the stories as you read along together, or you may read the stories aloud while your child reads along in the booklet.

Books for Parents

How to Improve Your Memory, by Dan Halacy. Deals with memory in a simple and brief format. Outlines what memory is and how it works. Considers memory as it relates to learning, organizing, forgetting, and health.

Your Memory: How It Works and How to Improve It, by Kenneth L. Higbee. Offers practical suggestions to increase memory abilities. Debunks ten myths about memory; presents techniques and strategies to improve recall; examines memory's role in study skills; and discusses several mental filing systems. Also includes sections on mnemonics and aging.

The Absent-Minded Professor's Memory Book, by Michele Slung. Filled with rhymes, acronyms, alliterations, and other tricks to aid in remembering facts. Subjects included are: music, food, numbers, science, technology, language, geography, history, plants, animals, and many more.

Aspects of Learning and Memory, edited by Derek Richter. Surveys memory disorders and how they relate to brain damage, learning, chemical activity, perception, and other matters. This book presents memory in a more technical and research-oriented manner.

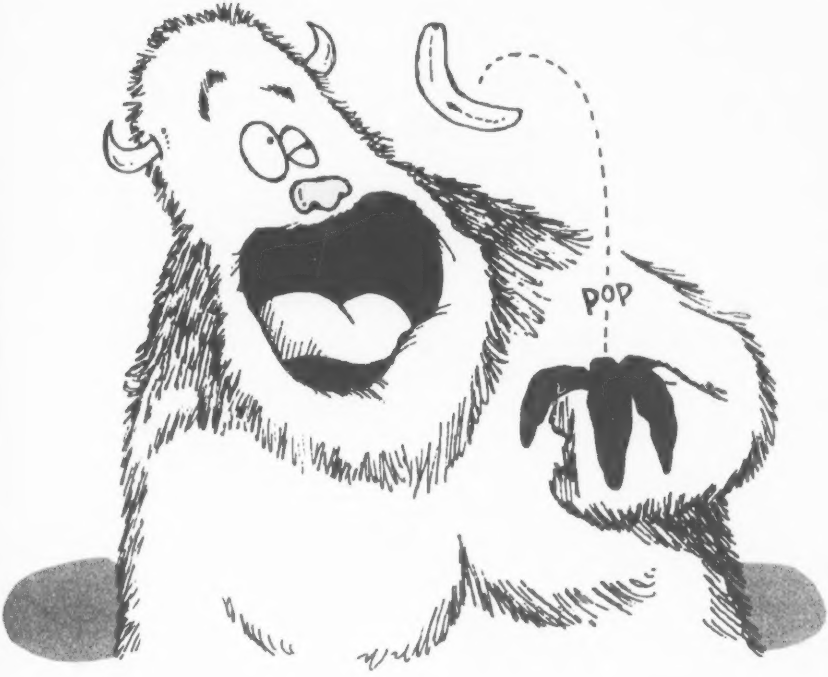
Books for Parents and Children to Share

We divide our book selections into three age categories: 4-6, 6-8, and 8-10. Some children will be able to read several of the books by themselves, but other books might be too difficult. With your children, look through the books at a library, school, or bookstore, and decide which ones they can read. The books that are too difficult remain possible choices since you can read them aloud to your children.

Ages 4-6

Pat-a-cake, Pat-a-cake, illustrated by Moira Kemp (Lodestar Books). Illustrates the nursery rhyme Pat-a-Cake, Pat-a-Cake in board book format. Includes a diagram showing hand motions to accompany lyrics. Children can memorize this catchy rhyme and later relate the spoken words to the printed text.

One Hungry Monster: A Counting Book in Rhyme, by Susan Heyboer O'Keefe (Joy Street Books). Ten mischievous monsters appear in a little boy's home and proceed to cause riotous chaos, and make gigantic messes. This amusing book provides children opportunities to practice counting.



Alphabears: An ABC Book, by Kathleen Hague (Henry Holt). Pictures a delightful bear for every letter of the alphabet. Includes short melodic verses describing a characteristic of each.

Numbears: A Counting Book, by Kathleen Hague (Henry Holt). Full-page illustrations feature endearing bears that introduce the numbers one through twelve. Rhyming poems accompany each one and direct readers to count specific objects in the pictures.

Higgledy Piggledy Hobbledy Hoy, by Dorothy Butler (Greenwillow Books). Brief text and large pictures describe an outing by two young children. As they take turns making up rhymes to tease each other, they almost forget about their picnic. Children enjoy repeating the catchy phrases and nonsense words spoken by the characters.

Paddington's Opposites, by Michael Bond (Viking). Paddington Brown, the bear from Darkest Peru, compares opposites children see in everyday life. Large type and pictures depict each concept. Includes on/off, big/small, up/down, in/out and many more.

Where's Our Mama? by Diane Goode (Dutton Children's Books). Two young children lost in a Paris train station try to describe their mama to an officer. Their memories of her describe her as the prettiest, bravest, smartest, strongest, and most loving woman of all. After several mismatches, the children remember what their mother told them—"wait right here"—and they are reunited.

From One to One Hundred, by Teri Sloat (Dutton Children's Books). Each illustration gives the word and numeral for a number, and specific objects and creatures to find and count in the pictures. Covers counting from one to ten, and counting to one hundred by tens.

Alice's Special Room, by Dick Gackenbach (Clarion Books). Alice tells her mother that she has a secret room. After searching the house, her mother discovers the secret room is really Alice's memory. Shows the value and fun of having a good memory.

Full Moon Soup or the Fall of the Hotel Splendide, by Alastair Graham (Dial Books). Presents a cross section of a hotel in which many bizarre and ridiculous events are taking place that involve numerous peculiar characters. As the tale unfolds, readers can check their memory about what is happening in each section and how it affects the overall story.

The Flyaway Pantaloons, illustrated by Sue Scullard (Carolrhoda Books). After being blown off a clothesline, this fancy pair of pantaloons enjoys an exciting adventure flying around a Renaissance city. Readers can follow this mischievous garment on its escapade, and then try to remember all of the places, people, and objects in the pictures.

Wilfrid Gordon McDonald Partridge, by Mem Fox. Wilfrid's aged friend, Miss Nancy, has lost her memory. Wilfrid calls on several of his other elderly friends and asks them to tell him what a memory is. In a gentle and thoughtful way, Wilfrid helps Miss Nancy recall some of her forgotten memories.

Grandpa Doesn't Know It's Me, by Donna Guthrie. Written in cooperation with the Alzheimer's Disease and Related Disorders Assoc., Inc., this book tells about a little girl and her grandpa. Grandpa becomes ill and loses his memory, and he doesn't remember his grandaughter. Includes a note to parents about using the book, a description of Alzheimer's disease, and details for further information.

Aunt Flossie's Hats (and Crab Cakes Later), by Elizabeth Fitzgerald Howard (Clarion Books). Sarah and Susan like to visit their Aunt Flossie on Sundays and listen to her reminisce about when she was young. Shows the joy of sharing memories and how past remembrances can link generations.

Look Again! The Second Ultimate Spot the Difference Book, illustrated by April Wilson (Dial Books). Contains twelve pairs of highly detailed and seemingly identical illustrations of various habitats. Upon close inspection, a discerning viewer will discover subtle differences between pictures. Includes guides that expose these differences, and describe the plants and animals in each picture.

Help Is on the Way for: Memory Skills, by Marilyn Berry (Childrens Press). Defines memory, and describes in detail two types of memory. Covers the importance of memory, and how to improve memory skills. Also lists several memory aids.

Memorizing Made Easy, by Mort Herold. Explains the technique, "cuing memory," and shows how to use it to recall data about any subject matter. Addresses specific subject areas, including math, history, literature, languages, and science.

It's All in Your Head: A Guide to Understanding Your Brain and Boosting Your Brain Power, by Susan L. Barrett (Free Spirit Publishing). Revised and updated, this version presents new statistics, definitions, and information about the brain. Includes new sections about inventing, mind rhythms, contests, and competitions.

Magazines

Also ask your librarian for the following magazines:

Creative Kids

Cricket

Highlights for Children

Ladybug

Mickey Mouse Magazine

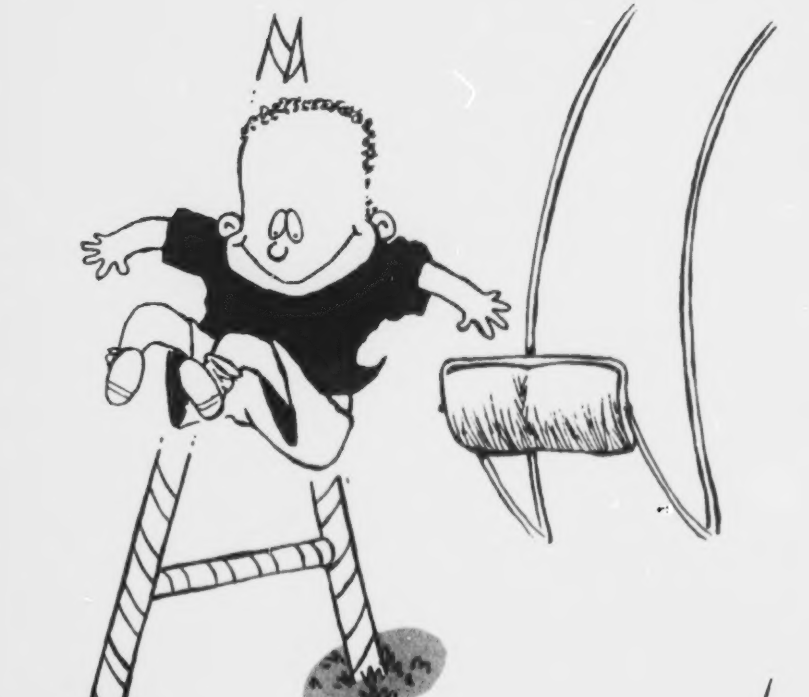
Sesame Street Magazine

*U*S*Kids*

Zoobooks

* * *

Read-along Stories



Andy's Babysitter

by Lisa Rose

Things to do *before* reading the story

Before you read the story, talk with Mom or Dad about the babysitters you have had. Which one of these babysitters was your favorite? Why?

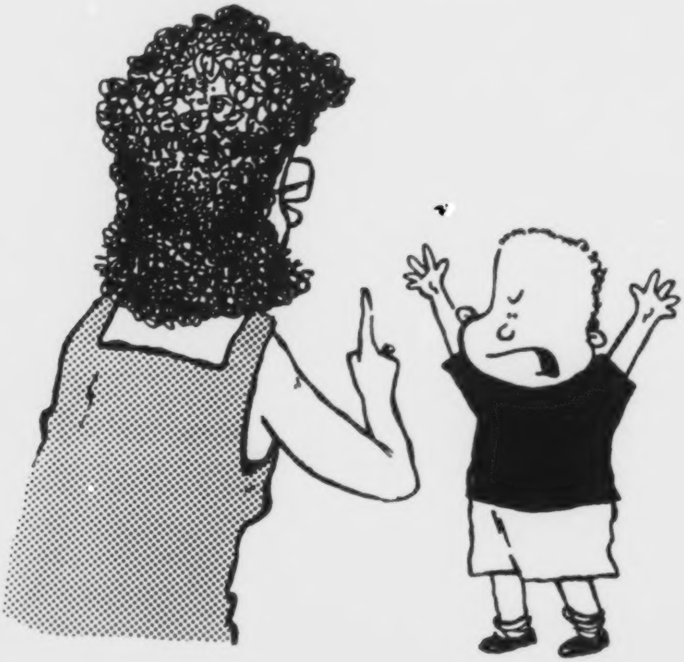
"Andy," Mrs. Parker called through the back door. "It's time to come in now. Your sitter will be here soon."

Andy Parker jumped off his swing and ran inside. He let the door slam behind him.

"Do you remember what we talked about before?" His mother asked as she knelt down beside him. Andy jumped up and said, "Yup, you have to take Lisa to the doctor. I'm glad I don't have to go because I hate shots." He paused to look at his mother before saying, "I don't need any shots today, do I?"

Mrs. Parker smiled and said, "No, not today. But, while we are at the doctor's office, you need someone to watch you."

"Mom!" Andy yelled. "I am not a baby!"



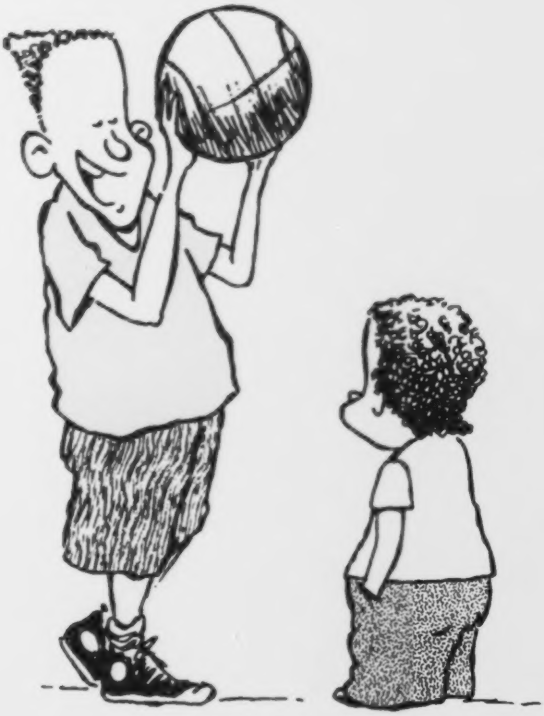
"No, you aren't a baby, but there are some things that you aren't big enough to do all by yourself yet. Why don't you go play with your toys while I get Lisa ready?" she suggested.

"All right, but I still don't want a dumb old babysitter," Andy said as he dragged his feet out of the room.

Before Mrs. Parker could say anything, there was a knock on the door. Andy looked through the window. "Mom, it's Brian from next door. Can I let him in?"

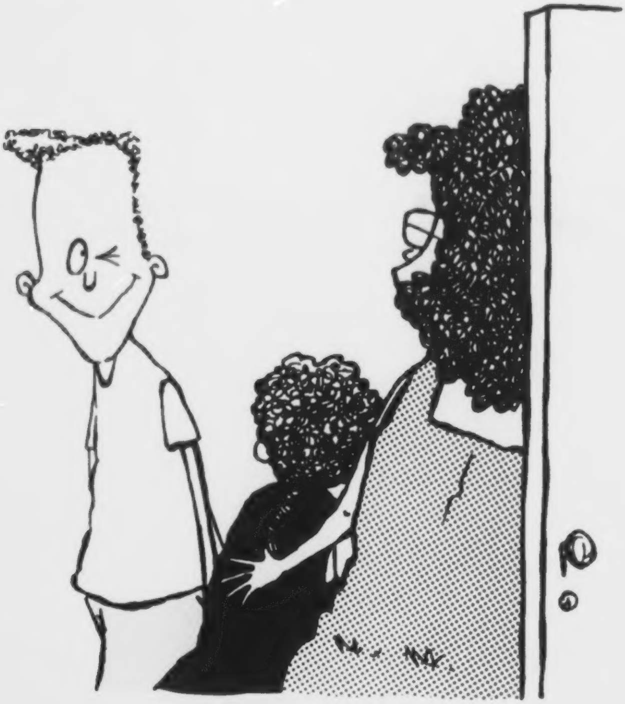
"Sure, honey," she said as she tied Lisa's shoes.

Andy liked Brian. He wasn't like the other big kids who ignored him. Brian would stop and talk to him. Once, he even showed Andy how to shoot baskets!



"Hi, Brian!" Andy said happily as he threw the door open. "You wanna come in and play while I wait for my dumb old babysitter? Lisa's gotta go to the doctor and get shots. We can play with my clay and trucks and stuff."

"Sounds like fun to me," Brian said, giving Andy's mom a wink as she and Lisa quietly slipped through the door.



"Do you like to color?" Brian asked.

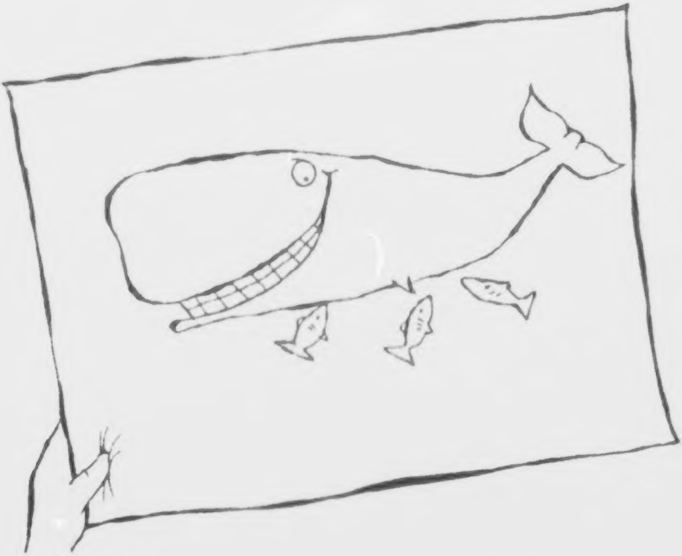
"Yeah, I can even stay in the lines," Andy said, showing Brian some of his coloring books.

"I like to color, too, but I like drawing even better," Brian told him. "How about if you tell me what to draw and then you can color it since you do such a good job?"

"Okay." Andy took out his crayons and paper. "Can you draw a great big grey whale?" he asked. "Mom just read us a story with whales in it."

"I sure can," Brian said. He began to draw a whale with a smile on its face.

Andy laughed when he saw it. "I never saw a whale smile." Then Andy took an orange crayon and drew some fish underneath the whale. "The fish are tickling his tummy," he explained.

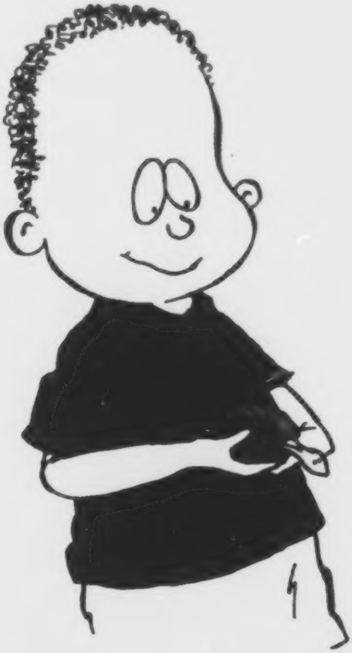


Andy soon grew tired of coloring and said, "Let's go play explorer. Okay?"

"How do we play that game?" Brian asked.

"We go outside and look for lots of neat stuff," Andy said as he tied his shoes. "Come on, Brian. I'll show you."

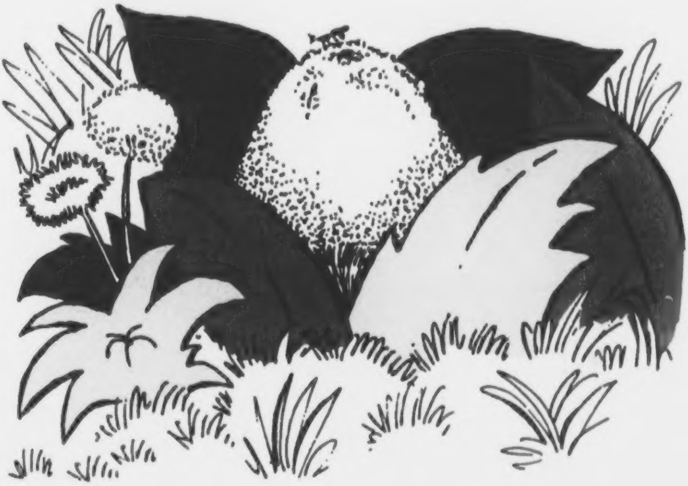
Once they were outside, Andy found a small, green turtle making its way slowly toward the creek. "Look! Isn't it neat?" Andy held it up for Brian to see.



"Easy, Andy," Brian took the turtle from Andy. "This little guy is alive just like you and me. You have to be very gentle with him."

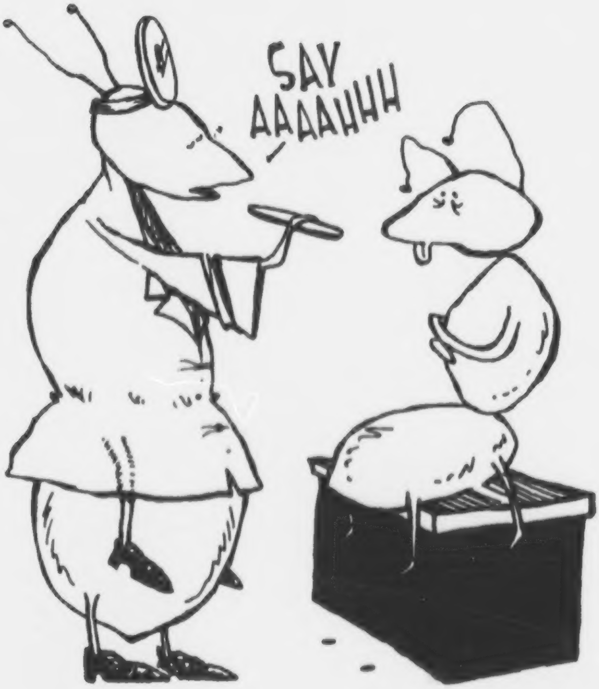
"I guess maybe we should let him go home then, huh?" Andy watched the turtle. "If he's like me, I'd rather go home and play with my toys than be picked up by some giant!"

"That sounds like a good idea," Brian said as he laid the turtle down on the ground carefully.



Andy pointed out an anthill almost hidden by the tall weeds and grasses near the fence. "They're alive, too, just like us, aren't they?"

"Yes, although a lot of people don't like to think they are," Brian told him.



"I wonder if they have a whole little town with stores and schools, and the doctor and stuff." Andy tried to look inside the opening of the anthill. "Maybe they're like me and my friends and have cool toys and yucky old babysitters." He watched a couple of ants scurry inside.

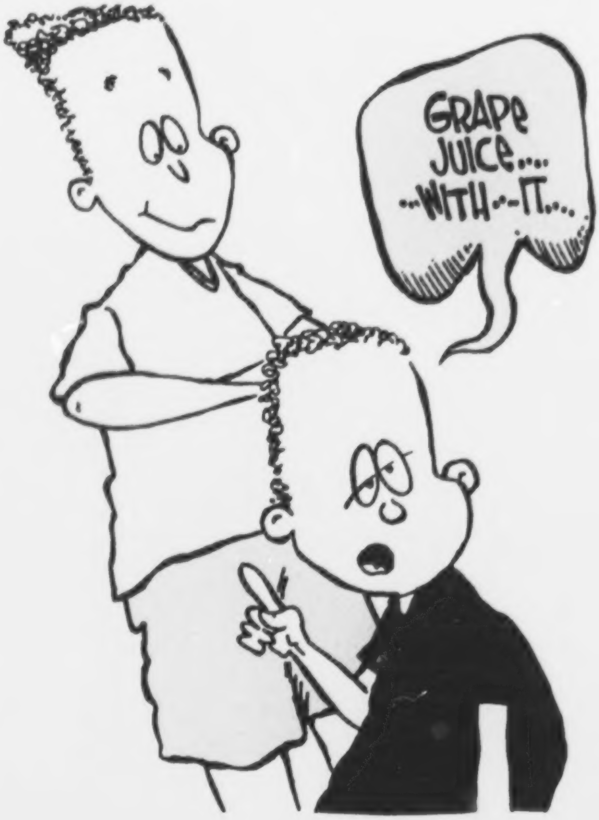
"I'm not really sure what it's like, but we can pretend," Brian said.

"You know what else, Brian? I'm getting very hungry! That old babysitter had better hurry up!" Andy said angrily.

"I think I can manage to make us some sandwiches. Do you like peanut butter and jelly?" he asked as they walked up to the house.

"That's my very favorite," Andy said. "But it only tastes good if you drink grape juice with it."

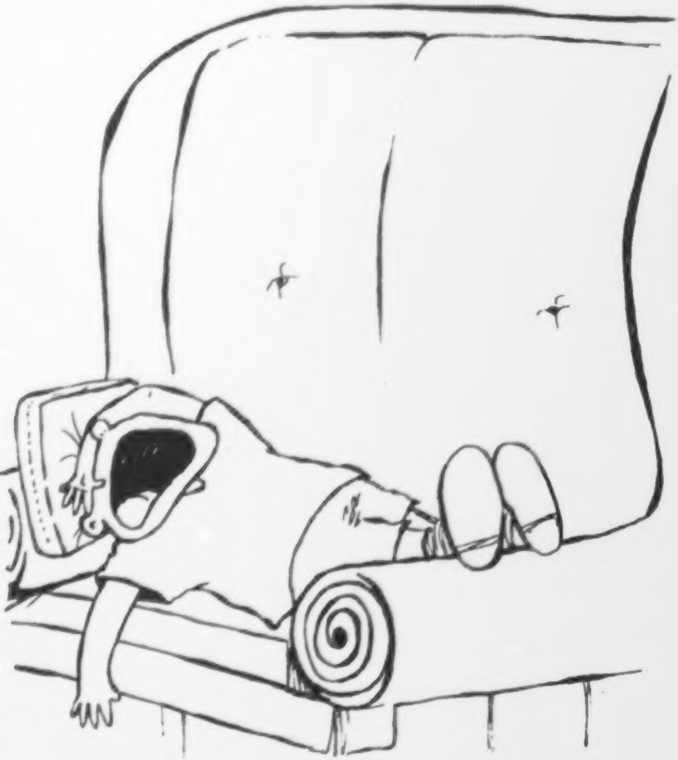
"I think so, too," Brian said as he noticed how tired Andy looked.


GRAPE JUICE.... --WITH--IT...

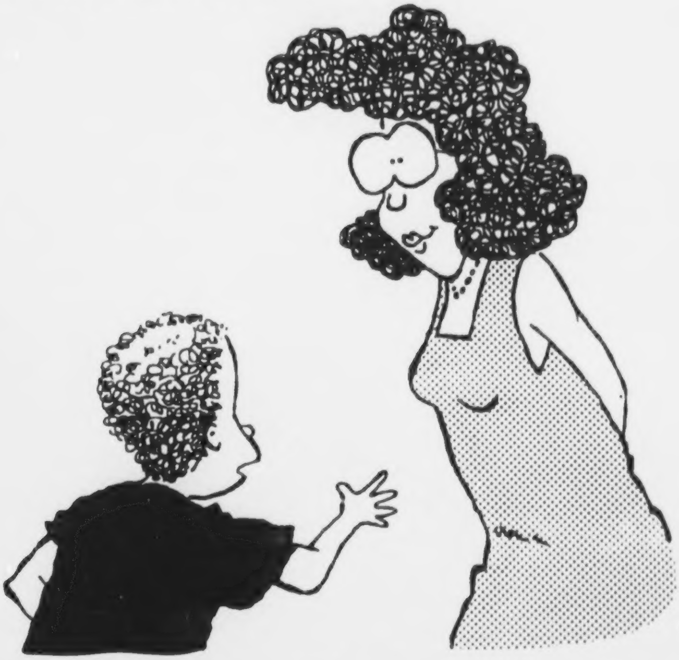
"I think I'm going to rest a little bit before that babysitter gets here," Andy said with a yawn. "Not a nap, just a rest. Naps are for babies."

"Okay, I'll wait for the babysitter while you rest," Brian said with a smile.

Andy didn't say anything because he had already fallen fast asleep.



When Andy woke up, Mom and Lisa were back, and Brian was gone, but there was still no trace of that babysitter.

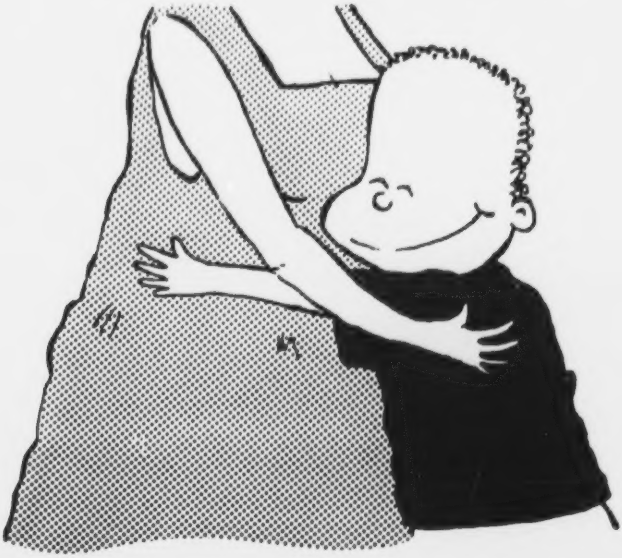


"Mom," Andy said. "You're going to be very mad, but that old babysitter never did get here. Brian and I had lots of fun, though. We colored and explored, and he even made peanut butter and jelly sandwiches the way you do—with grape juice!"

"I'm glad you had fun with Brian," Mrs. Parker said, setting him up on her lap. "All that time you worried about a babysitter, and all along, it was Brian!"

"Brian was my babysitter? But we had fun!" Andy was very surprised. He was quiet for a minute and said, "When will Lisa need shots again? I want a babysitter tomorrow. Okay, Mom?"

"We'll see," she said and gave him a hug.



Things to do *after* reading the story

Andy liked having Brian as a babysitter because they had fun together. What kinds of things do you like to do to have fun with people who are more "grown-up" than you? Make a list of these things and, together with Mom or Dad, choose one of the things on the list and do it.

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P.U.!

Gizzy and the Goozle

by Judith Ross Enderle

Things to do *before* reading the story

What in the world is a Goozle? Is it a person, animal, or thing? Imagine what it would look, sound, and smell like, and then draw a picture of it or describe it in your own words.

"Gizzy! Gizzy, child. Come here," called Aunt Sally.

Gizzy jumped from the tire swing. Red braids flying, she ran to the house. "Here I am, Aunt Sally."

"I made some corn bread," said Aunt Sally. "I want you to take a square to Grandpa Moe."

"But Grandpa Moe lives by the black swamp," said Gizzy. "And so does the goozle."

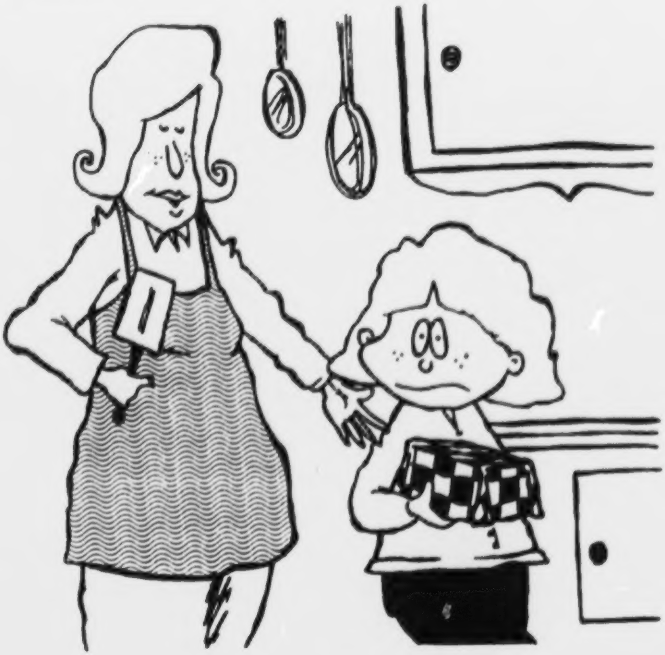
Aunt Sally shook her gray head and clucked her tongue. "Goozle foozle," she said. "That is silly talk, child. There is no such thing as a goozle."

"Kale says there is. He says it has green, shiny eyes, red fangs, a long snaky neck, a furry body, and a smell like a skunk." Gizzy shivered just thinking about it.

"The only thing that smells is that story," said Aunt Sally. "You take that bread, and go before it gets dark."

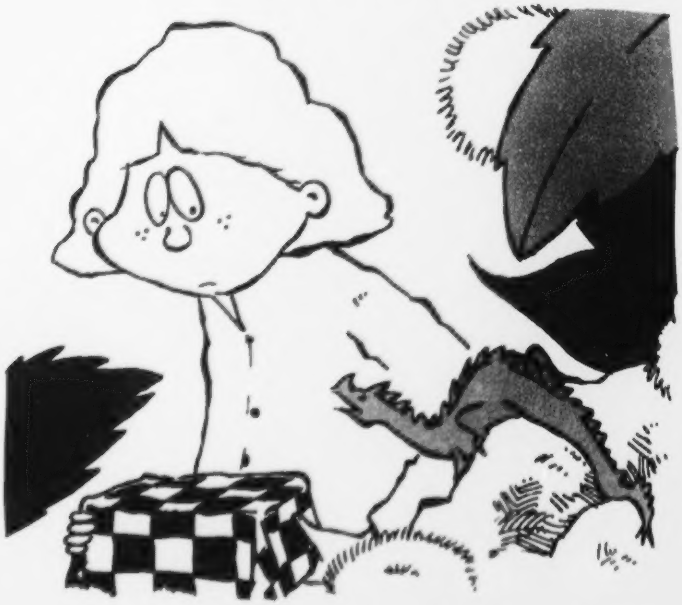
"Maybe you should come along," said Gizzy hopefully. "Grandpa Moe would love to see you."

"Grandpa Moe will see me at church on Sunday," said Aunt Sally. "Now scoot." She gave Gizzy a kiss on the forehead and a pat on the shoulder.



The warm, sweet-scented square of fresh corn bread was wrapped in a checkered cloth. Gizzy held it close to her. She could feel the heat through her shirt.

"I hope the goozle doesn't like corn bread," said Gizzy as she started down the path. "I hope it doesn't like corn bread or Gizzy girls."



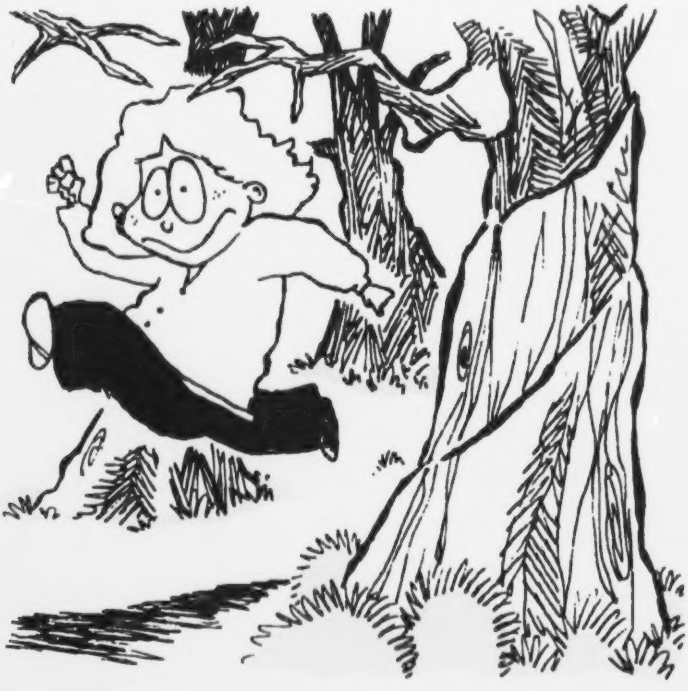
Along the path Gizzy heard birds and bugs. She saw lizards and a lazy snake. But she couldn't enjoy the sights. She kept thinking about that goozle. The more she thought, the more frightened she became

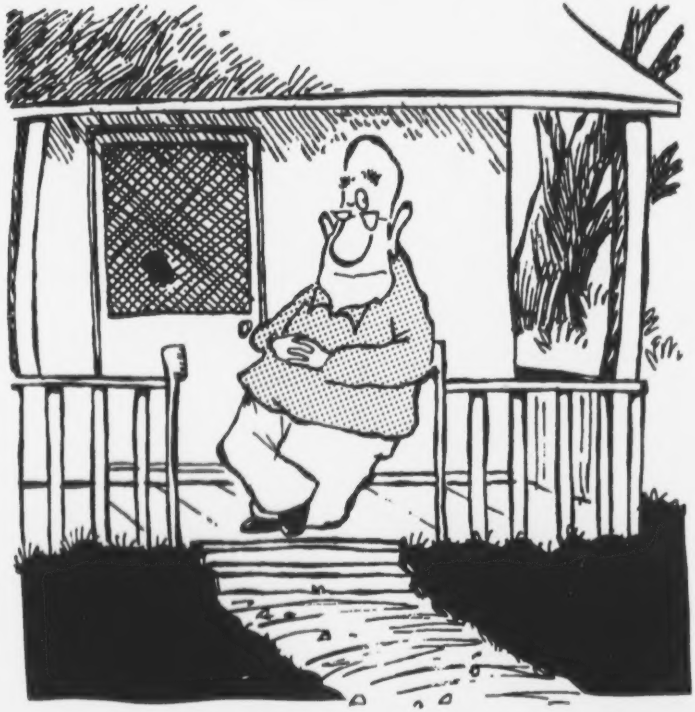
A cloud covered the sun. Gizzy shivered. She began to run.

The path wound through the thick brush and past gnarled trees and all the way around the edge of the black swamp.

Out of the corner of one eye, Gizzy saw a flash of red. She smelled a potent, sour smell—somewhat like onions.

"The goozle!" she cried. Her legs went faster than she thought possible, all the way to Grandpa Moe's house.





"Gizzy girl, what's wrong? Has something happened to Aunt Sally?" Grandpa Moe asked from his porch as Gizzy came tearing up the path.

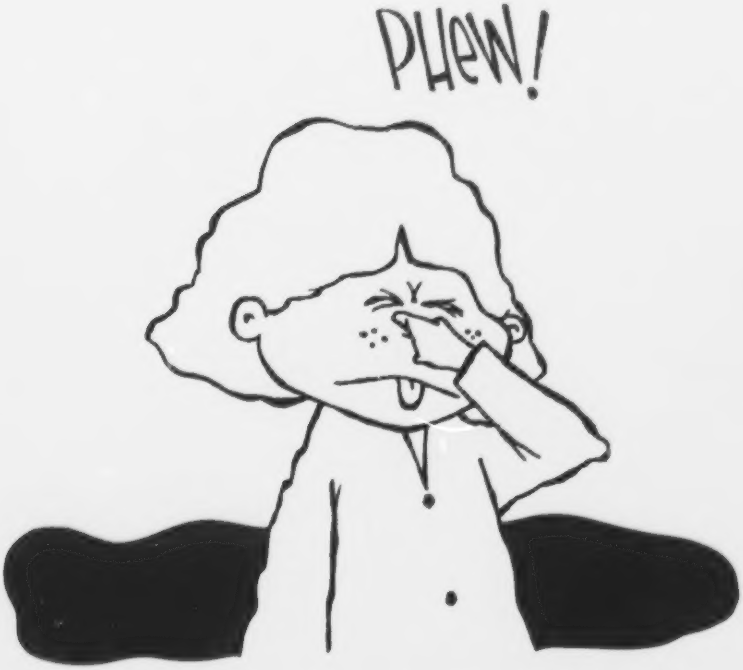
"It's the goo-goo-goozle," she gasped. "It's after me!" She pushed the square of slightly crushed corn bread at Grandpa Moe.

"Goozle, eh," said Grandpa Moe, shaking his head. "You've been listening to Kale. And Kale has been listening to Charlie Sedge."

"Charlie Sedge? You mean the tall-tale teller?" asked Gizzy.

"That's right," said Grandpa Moe.

"But I saw it," said Gizzy. "Those red fangs." She closed her eyes, remembering. "And I smelled it, too."



"Maybe," said Grandpa Moe. "We'll see. Let me put this corn bread inside. You thank Aunt Sally for me. I'll get my walking stick. Then you can show me the goozle."

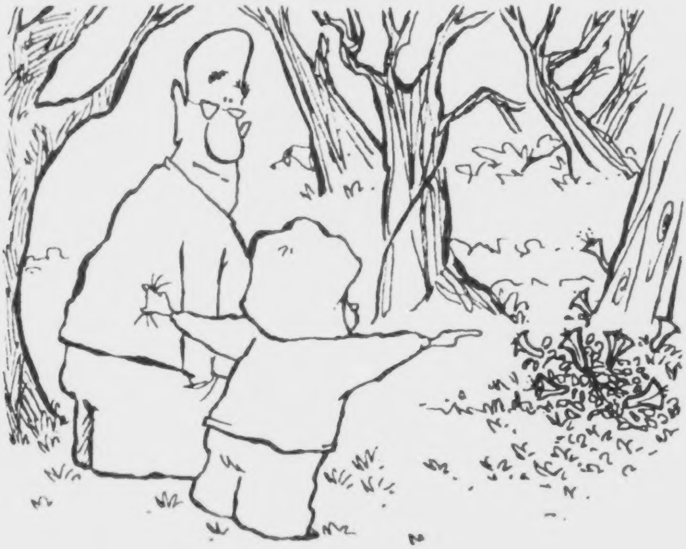
Gizzy gulped. "Show you?" she squeaked.

"Yes. I'll have my stick. A goozle won't fool with Grandpa Moe's stick."

"I hope you're right," said Gizzy. She felt doubtful, but she didn't want to hurt Grandpa Moe's feelings.

Gizzy led the way back down the path around the edge of the black swamp. She stayed close to Grandpa Moe. When a bird called, Gizzy jumped.

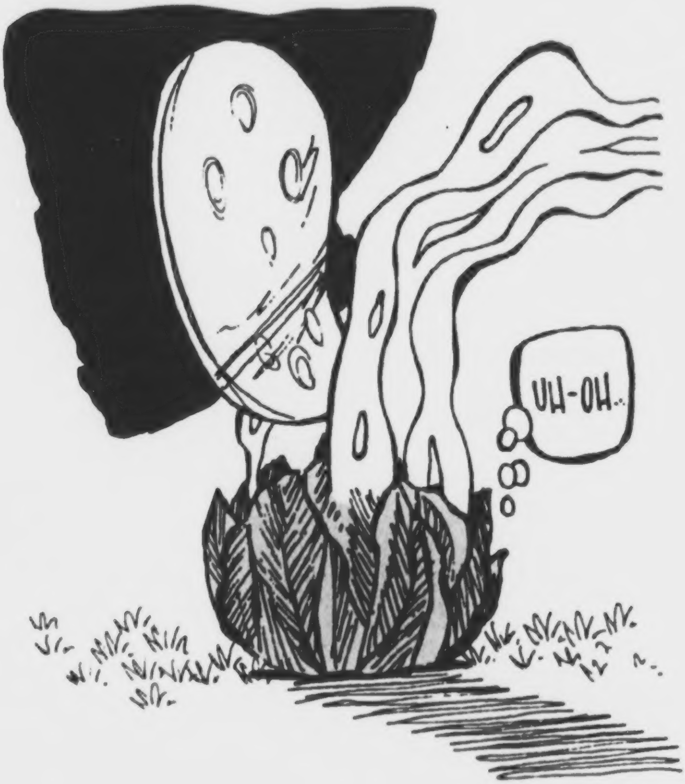
When she came to the spot where she had seen the goozle, she pointed. "Over there," she said.



"Where?" asked Grandpa Moe.

"By the red honeysuckle."

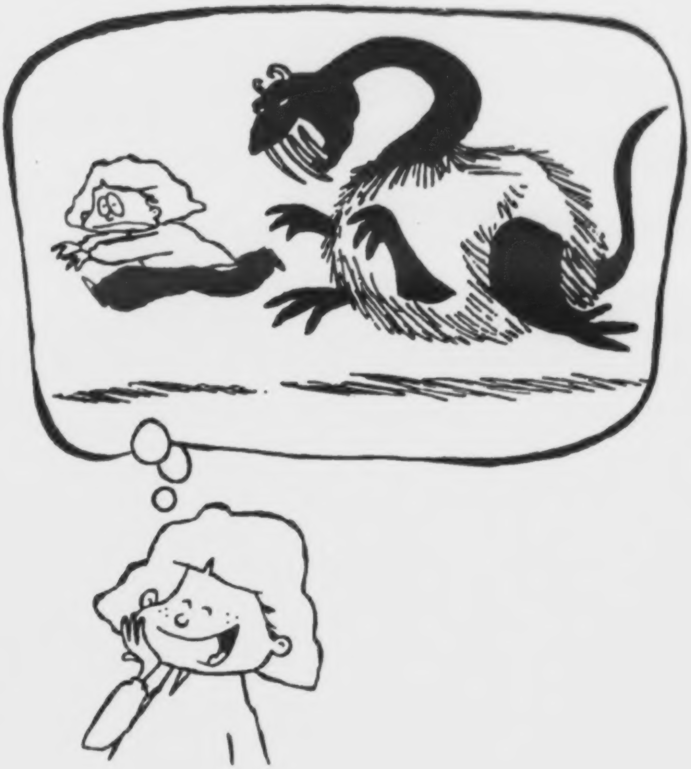
Cautiously, Gizzy moved forward. At the edge of the path her feet flattened a skunk cabbage. The potent smell of sour onions rose up, making Gizzy choke.



But the smell was familiar. She had smelled it before. It smelled like . . . the goozle! And when she took a quick glance at the red honeysuckle flowers, they seemed like fangs.

Gizzy turned to Grandpa Moe. He wasn't laughing. He wasn't even smiling. He was just waiting.

She felt embarrassed. Then she pictured herself running scared, an imaginary monster hot on her heels. Gizzy began to laugh. She laughed until tears rolled down her cheeks. "I must have looked silly," she said, "running away from that old goozle."



"One thing Kale didn't tell you," said Grandpa Moe.

"What?" asked Gizzy.

"The goozle is afraid of people—especially little girls." Grandpa and Gizzy laughed and laughed. Their laughter filled the swamp, where some still say the goozle lives.

HA HA HA HA
HA HA HA
HA HA HA

Things to do *after* reading the story

It turns out that Gizzy's monster didn't live in the swamp at all. Instead, it lived in her imagination. Have you ever been afraid of something that was just in your imagination? Write a story about your own goozle and then draw some pictures to illustrate it.

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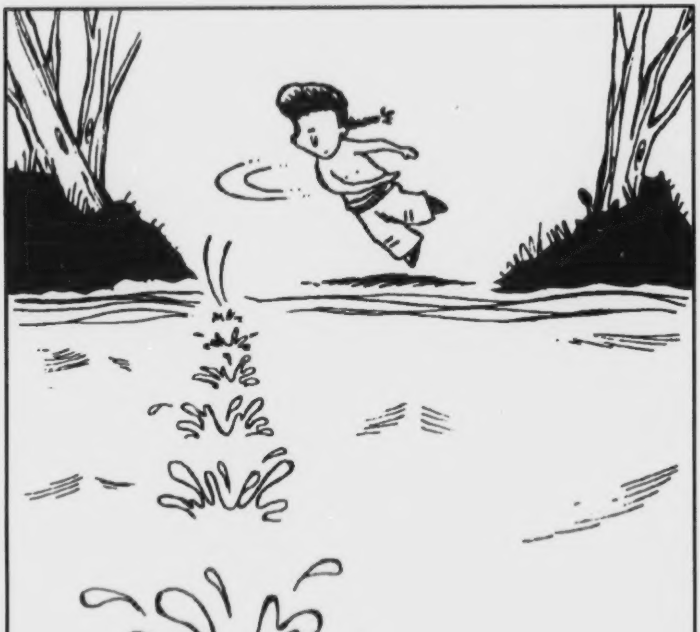


Skunny-Wundy's Skipping Stone

by Joseph Bruchac

Things to do *before* reading the story

Do you know what a skipping stone is? How do skipping stones look or feel different from regular stones? What do people do with these special stones?

Long ago, in a small Iroquois village by the Otsiningo River, there lived a boy named Skunny-Wundy. Now, Skunny-Wundy was not as fast a runner or as strong a wrestler as the other boys, but there were two things he could do better than anybody else. He could think quickly, and he could skip stones. Every day Skunny-Wundy would walk along the river picking up nice, flat stones and throwing them so they danced across the surface of the Otsiningo.

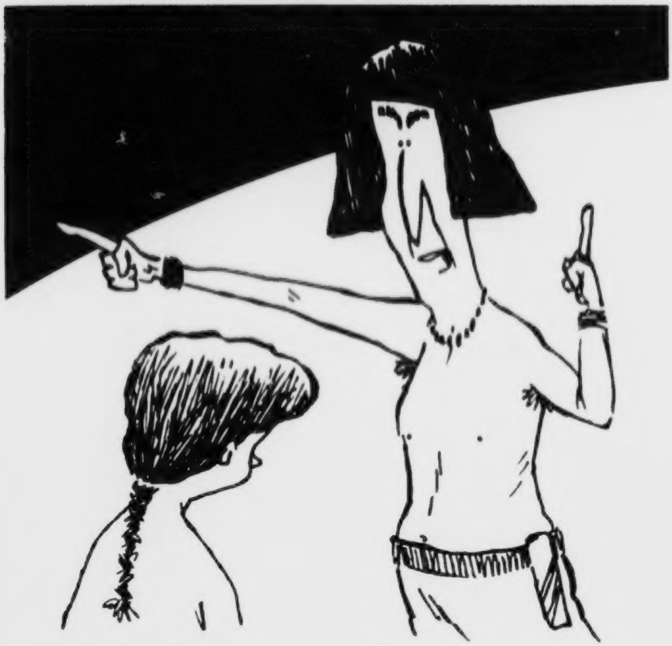
"Skunny-Wundy," said his parents, "we know you love to walk along our river and skip stones. That is a good game for a boy to play. However, you must never follow the river to the north. Always go south."

"Why must I never go north?" Skunny-Wundy asked.

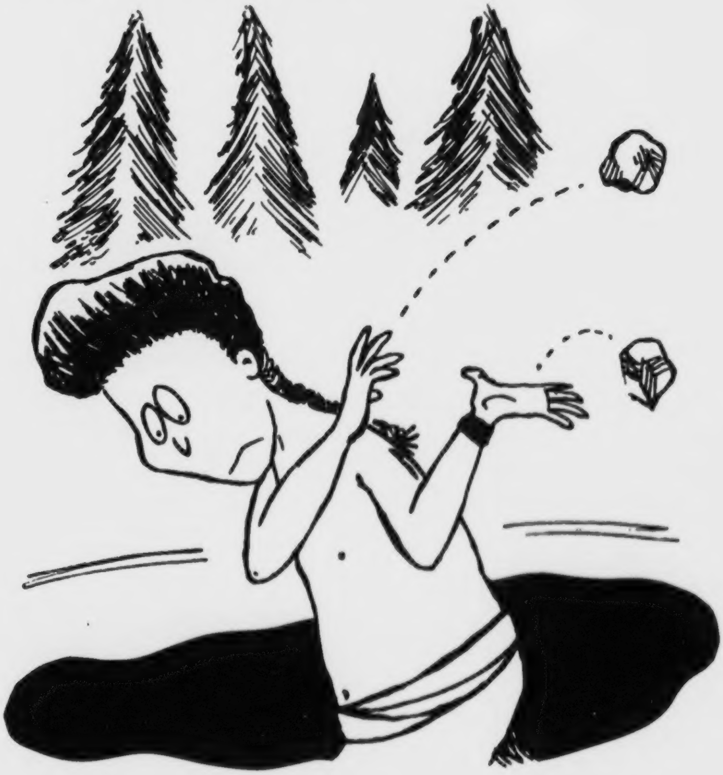
"Listen," his mother said. "To the north live terrible Stone Giants. They are taller than pine trees! Arrows and spears bounce off them. And do you know what they like to eat?"

Skunny-Wundy shook his head, although he knew the answer. He'd heard such stories from his parents before.

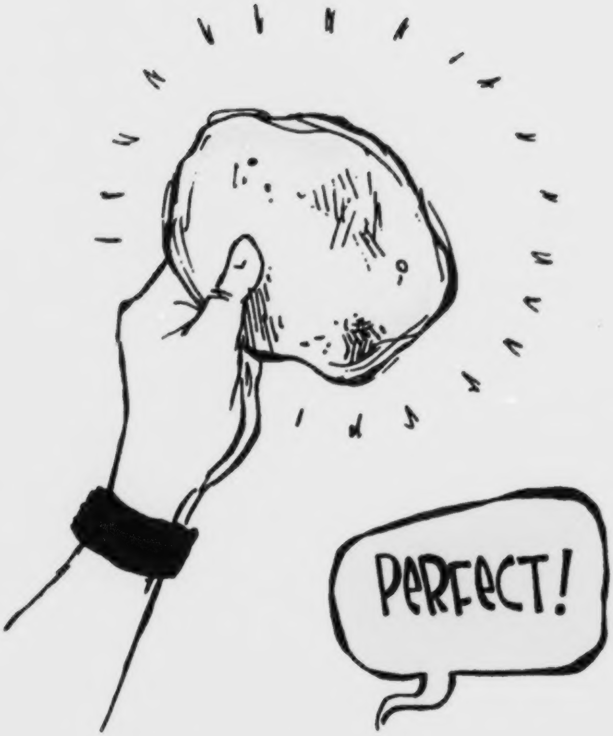
"People!" said Skunny-Wundy's father. "A boy like you would be one bite for a Stone Giant. But they are so stupid that if they don't see people, they forget we exist. So do not go to the north."



For a long time Skunny-Wundy did as his parents said. Whenever he skipped stones on the river he went south. When he returned he never went past his own village. But it grew harder and harder to find good stones.



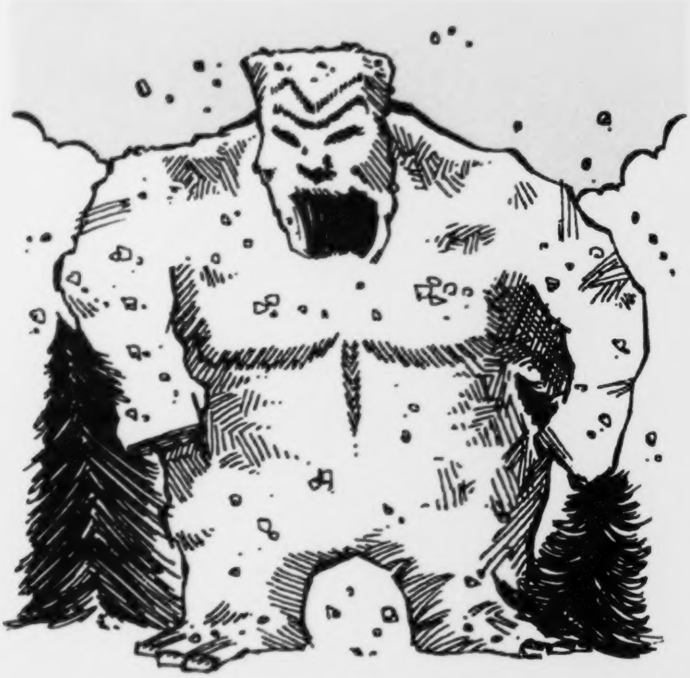
One day Skunny-Wundy rose very early, before the sun. No one else was awake. He said to himself, "It won't matter if I walk just a little ways toward the north. I won't go far."



As soon as he started north he found a good skipping stone. Another one farther on was even better. Gradually, he went around the bend in the river, leaving the village far behind. Finally, as the sun reached the middle of the sky, he found a stone that was perfect. It was smooth and flat and just the right weight. Setting his feet, Skunny-Wundy cocked his arm and threw. The stone skipped twelve times before it sank, and left a row of rings on the river's smooth surface.

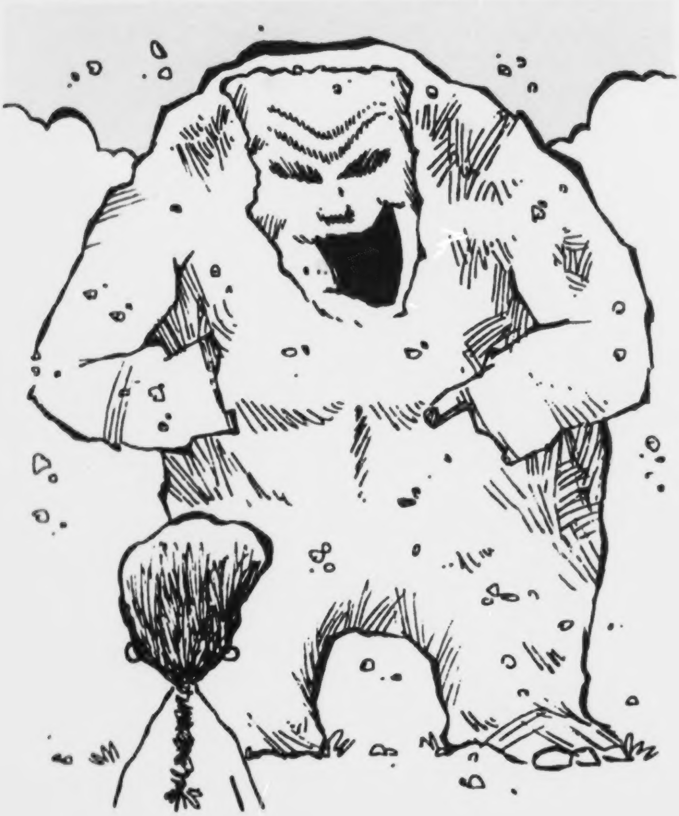
"Weh-yoh!" Skunny-Wundy shouted. "I am the best skipper of stones in the world!"

"HAH-A-AH," a great voice roared over his head, so loud it shook the ground under his feet. "YOU ARE NOT THE GREATEST SKIPPER OF STONES!"



Skunny-Wundy looked up. There, looming over the trees, was the biggest, hungriest-looking Stone Giant anyone could imagine. He reached down, picked up a flat stone as big as a bear, and threw it across the river. The stone skipped fifteen times before it sank!

"HAH-A-AH," the Stone Giant roared again. "YOU SEE WHO IS THE GREATEST SKIPPER OF STONES. NOW I AM GOING TO EAT YOU."



Skunny-Wundy knew it would do no good to run. The Stone Giant would catch him in one stride. But he could use his wits.

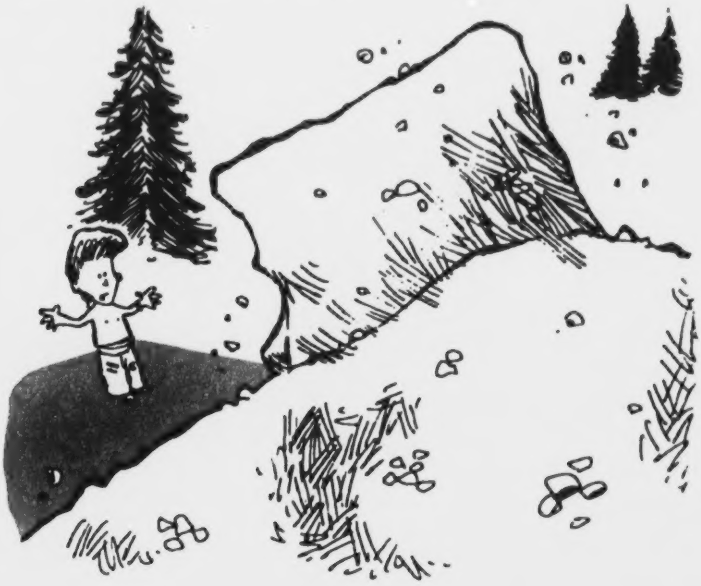
"Hunh!" Skunny-Wundy said. "Are you afraid I will beat you?"

"ENHH?" said the Stone Giant. "I AM AFRAID OF NO ONE." He stomped his foot on the ground so hard, it almost knocked Skunny-Wundy off his feet.

"If you are not afraid," Skunny-Wundy said, "we'll have a contest to see who's better at skipping stones."

"NYOH," the Stone Giant said. "I AGREE. GO AHEAD. THROW YOUR STONE. TRY TO BEAT ME."

"Ah," Skunny-Wundy said, "my arm is too tired now. I've been skipping stones all day. Let me go home and rest. I promise I'll come back tomorrow for our contest."

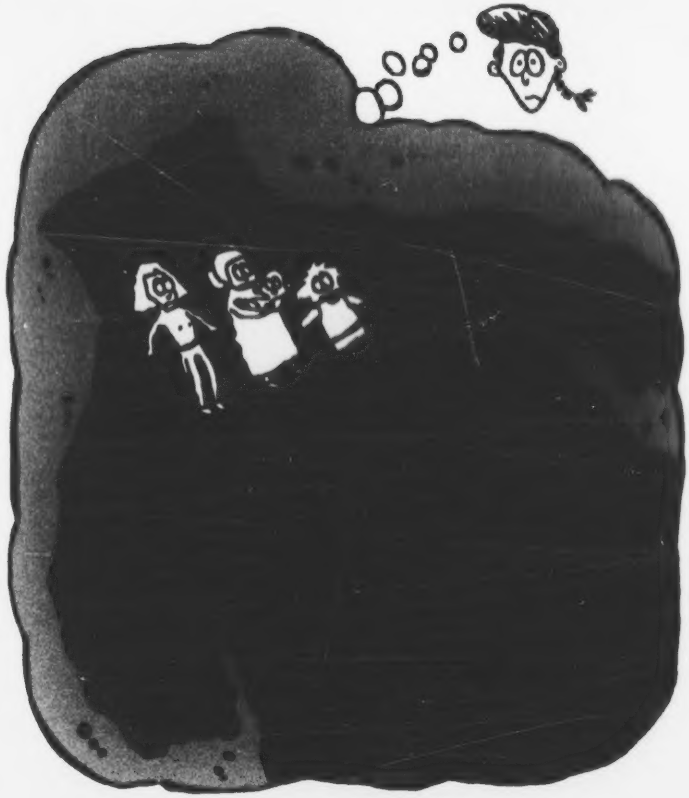


"NYOH," the Stone Giant said. "THAT IS GOOD. TOMORROW WHEN THE SUN IS AT THE TOP OF THE SKY, WE WILL SKIP STONES. IF I WIN, THEN I WILL EAT YOU. IF YOU WIN, THEN MAYBE I WILL NOT EAT YOU."

"I agree," said Skunny-Wundy, walking backward as he spoke. "I will return tomorrow."

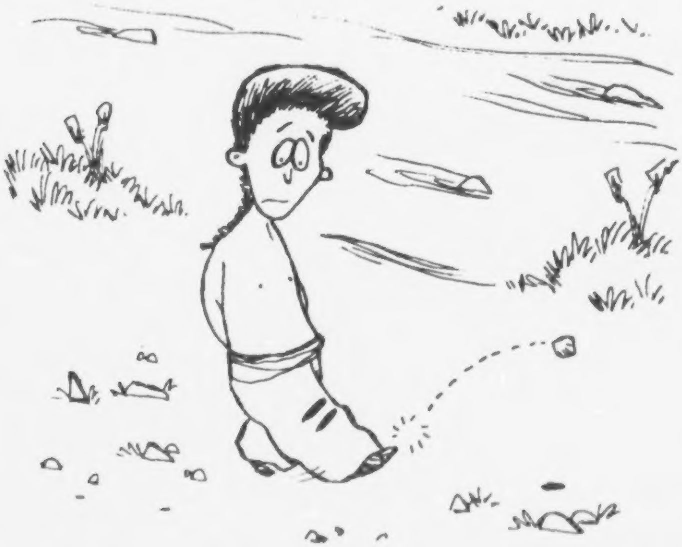
Skunny-Wundy walked very slowly until he was around the bend in the river and the Stone Giant could no longer see him. Then he ran as fast as he could. He didn't stop until he was within sight of his village. It had been so easy to outwit the Stone Giant. It was as his father told him. Stone Giants were stupid.

ROCKS in his HEAD



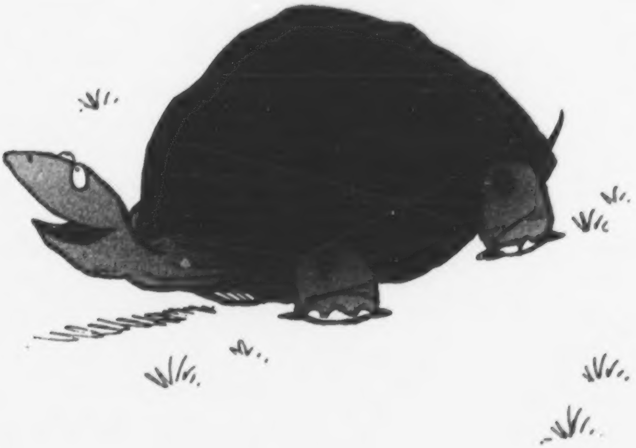
Then Skunny-Wundy remembered. He'd given his word he would return the next day! His parents had always told him that breaking a promise was a terrible thing. Not only that, if he didn't keep his word, the Stone Giant might come looking for him, and he wouldn't just find Skunny-Wundy, but his whole village. The Stone Giant wouldn't just eat him, he would eat everyone.

When Skunny-Wundy went to bed that night, he was very quiet. His mother asked if anything was wrong, but Skunny-Wundy said nothing. If he told his parents, they'd try to fight the monster, and he would eat them, too. The next morning, before sunrise, Skunny-Wundy walked slowly toward the north along the river, certain that this would be his last day. As he walked, he looked down. Perhaps if he found just the right stone, he'd be able to beat the Stone Giant. He kept picking up stones and dropping them. None were just right. Then he heard a small voice from the ground ahead of him. It was calling his name!



"Skunny-Wundy, Skunny-Wundy. Take me, Skunny-Wundy. Take me, take me, take me."

Skunny-Wundy looked down among the flat stones. Was one of them talking to him? Then he saw that what he'd thought to be a stone was really a little turtle, its head sticking out of its shell.



"Skunny-Wundy," the turtle said again, "take me, take me, take me, take me."

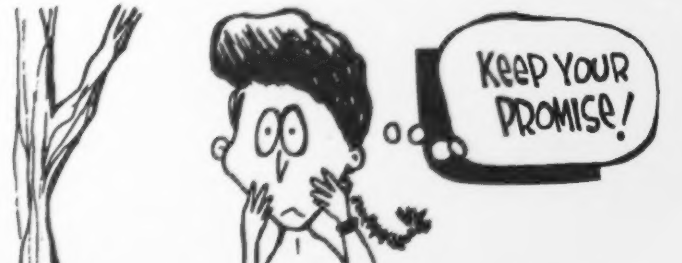
"You want me to use you as a skipping stone?"

"Nyoh, nyoh, nyoh, nyoh!" said the turtle. "We can win, we can win, we can win, we can win!"

"All right," Skunny-Wundy said. "A small friend is better than no friend at all when you're in trouble."

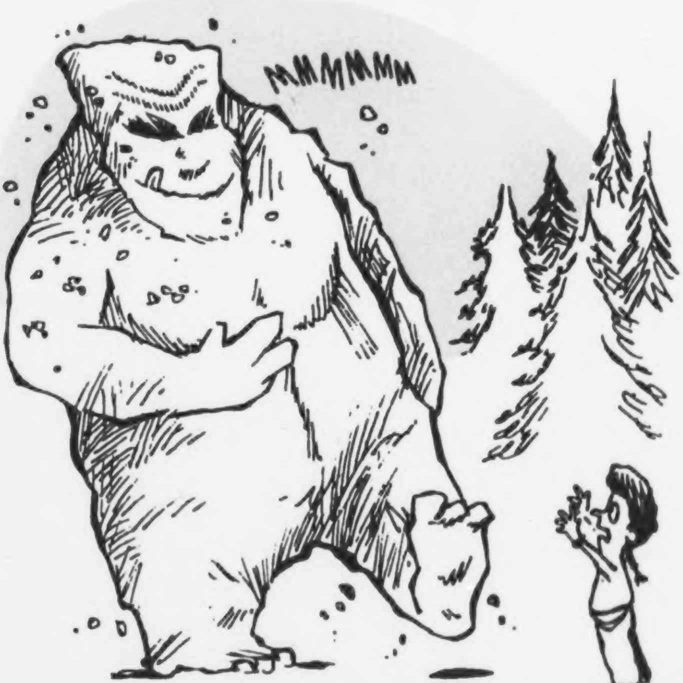
The little turtle pulled in its head and legs. It looked just like a skipping stone. Skunny-Wundy placed the turtle into his belt pouch and continued on. The sun was high in the sky now. Soon he would reach the place where he was to meet the Stone Giant. He could hear a sound like thunder rolling and lightning striking. Skunny-Wundy peeked around a bend in the river. There stood the Stone Giant, holding a huge boulder.

"HHRRRRUUMMM," the Stone Giant rumbled, making a sound like thunder. Then he hurled the stone. The stone skipped sixteen times and hit the other side with a sound like lightning. Crack! Skunny-Wundy thought about running away, but he remembered his promise. He stepped around the bend.


KEEP YOUR PROMISE!
ARE YOU NUTS?! RUN! RUN!!

"KWEH!" rumbled the Stone Giant as he saw him. "LITTLE FOOD, I HAVE BEEN WAITING FOR YOU. ARE YOU READY TO BE EATEN?"

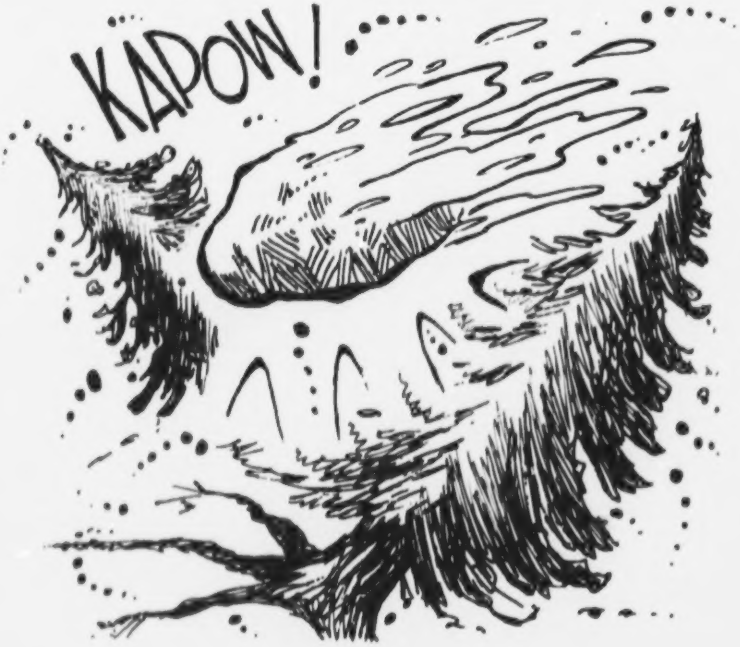
Skunny-Wundy held up his hand. "Wait!" he said. "First we must have our contest."



"HAH-A-AH!" the Stone Giant laughed. "THROW YOUR STONE. THEN I SHALL BEAT YOU AND THEN I SHALL EAT YOU."

"NO," Skunny-Wundy said. "You must go first. You challenged me."

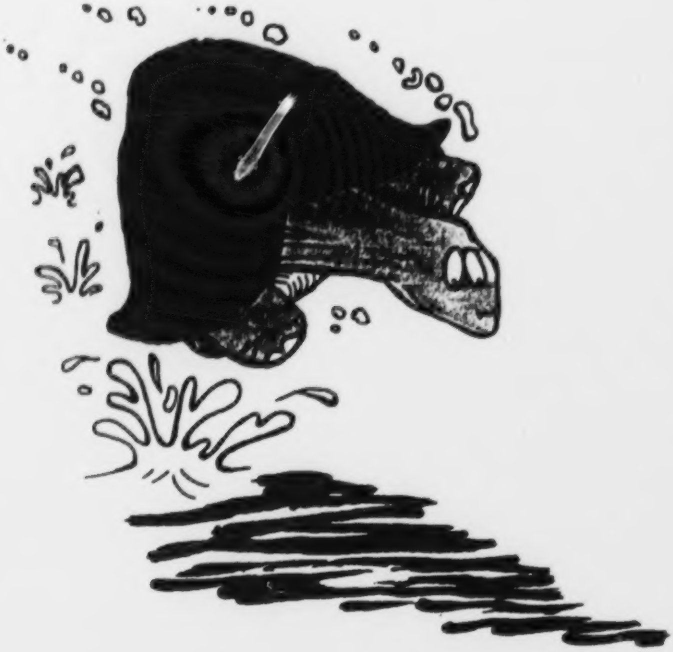
"NYOH," the Stone Giant said. "THAT IS GOOD." He picked up a stone as large as a lodge and then, "HHRRRUMMMM," hurled it. The stone skipped seventeen times and knocked down a dozen trees on the other side of the river.



"NOW, LITTLE FOOD," the Stone Giant said, reaching for Skunny-Wundy.

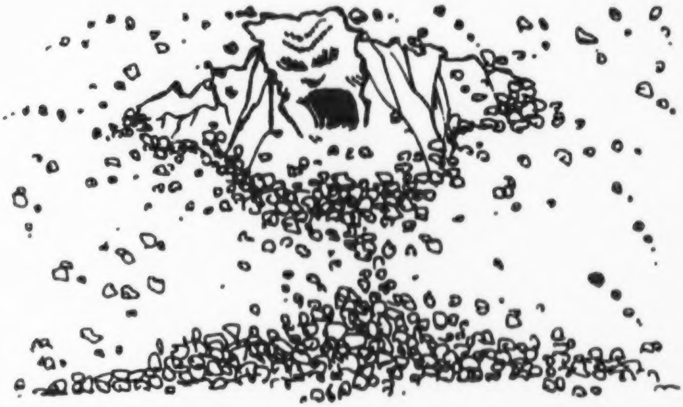
"First I must throw my stone," Skunny-Wundy said. His voice was calm, but his heart was beating so fast he thought it would burst. He reached into his pouch and found the little turtle. He pulled it out, drew back his arm, and threw.

The turtle struck the water just right and started to skip. One, two, three, four, five, six, seven times it skipped. Eight, nine, ten, eleven, twelve times, but it was slowing down. Just then, the little turtle stuck out its legs and began kicking. Thirteen, fourteen, fifteen times it skipped. Sixteen, seventeen, eighteen, nineteen, twenty times, and now it was skipping in circles. Twenty-one, twenty-two, twenty-three, twenty-four times it skipped, and then sank beneath the surface.



"Weh-yoh!" Skunny-Wundy shouted. "I have won!"

The Stone Giant became very angry. He had never been defeated at anything before. He started to shake with rage. He shook so hard that cracks appeared in his body. Flakes of rock flecked from his cheeks. Harder and harder he shook, until he collapsed into a pile of little stones.



So it was that with the help of his friend, the little turtle, Skunny-Wundy defeated the Stone Giant.

Things to do *after* reading the story

Skunny-Wundy decides that "A small friend is better than no friend at all when you're in trouble." Do you think that this is true? Make up a story in which you get into real trouble and a small friend comes to help you out. What does your little friend look like? How does your friend help you?

We hope you have had fun
with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten.

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities.

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening.

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents who want to encourage their children to read. Offers several practical activities for parents.

Creating Readers and Writers, by Susan Mandel Glazer. Suggests parents (1) encourage the use of language, (2) build positive attitudes toward reading, writing, and speaking, and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups.

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve a wide range of adolescents' needs.

Your Child's Vision Is Important, by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties.

Encouraging Your Junior High Student to Read, by John L. Shefelbine. Discusses why reading for pleasure is important. Suggests how to find time for reading, gather a variety of reading materials, and help a child who has difficulty reading.

Cost per booklet is $1.75

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101 Ideas to Help Your Child Learn to Read and Write

by Mary and Richard Behm

Offers 101 practical suggestions for parents to help their children develop reading and writing skills in the home environment. Ideas include bedtime activities, using television, travel, games, and many other ways to incorporate literacy into the home.

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Stories for Children and Parents:

1. Make the story fun for children—your primary audience. The adult reading along will enjoy the story if the child does.
2. Make sure that your story is acceptable to parents. We do not want parents to reject the story because it is inappropriate for their children. Writing a story that is interesting to children and at the same time pleasing to parents is a big challenge.
3. Your story should be no longer than eight double-spaced pages with one-inch margins.
4. Correct grammar and syntax are important. For the most part, we choose to model correct standard English.
5. Be careful about the vocabulary you use in your story. Rule out really long and difficult-to-pronounce words.
6. Make your stories gender inclusive. Do not use sexist terminology or ideas. Our stories must be interesting to both boys and girls.
7. You may illustrate your own story, but the illustrations must be line drawings in pen and ink only. The drawings must be able to be scanned, so too much detail will not work.
8. Stories that have action and dialogue work well for the audio portion of the magazine.

Articles for Parents:

1. Articles should contain practical information and helpful strategies. Anecdotes and other experiences modeling useful learning methods are particularly desirable.
2. Your article should be no longer than four double-spaced pages with one-inch margins.

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Mrs. Parker: Joy Kahn
Andy: Brian Sturm
Brian: Steve Gottlieb

"Gizzy and the Goozle"
Narrator & Aunt Sally: Sonja Rasmussen
Gizzy: Joy Kahn
Grandpa Moe: Steve Gottlieb

"Skunny-Wundy's Skipping Stone"
Narrator: Sonja Rasmussen
Skunny-Wundy's Father: Steve Gottlieb
Skunny-Wundy's Mother: Joy Kahn
Skunny-Wundy: Brian Sturm
Stone Giant: Steve Gottlieb
The Little Turtle: Joy Kahn

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Teamwork Learning
Expanding Your Child's Vocabulary
Learning about the Lives of Famous People
Special Needs of Special Children
Reading Aloud
Learning to Think Critically
Going Places
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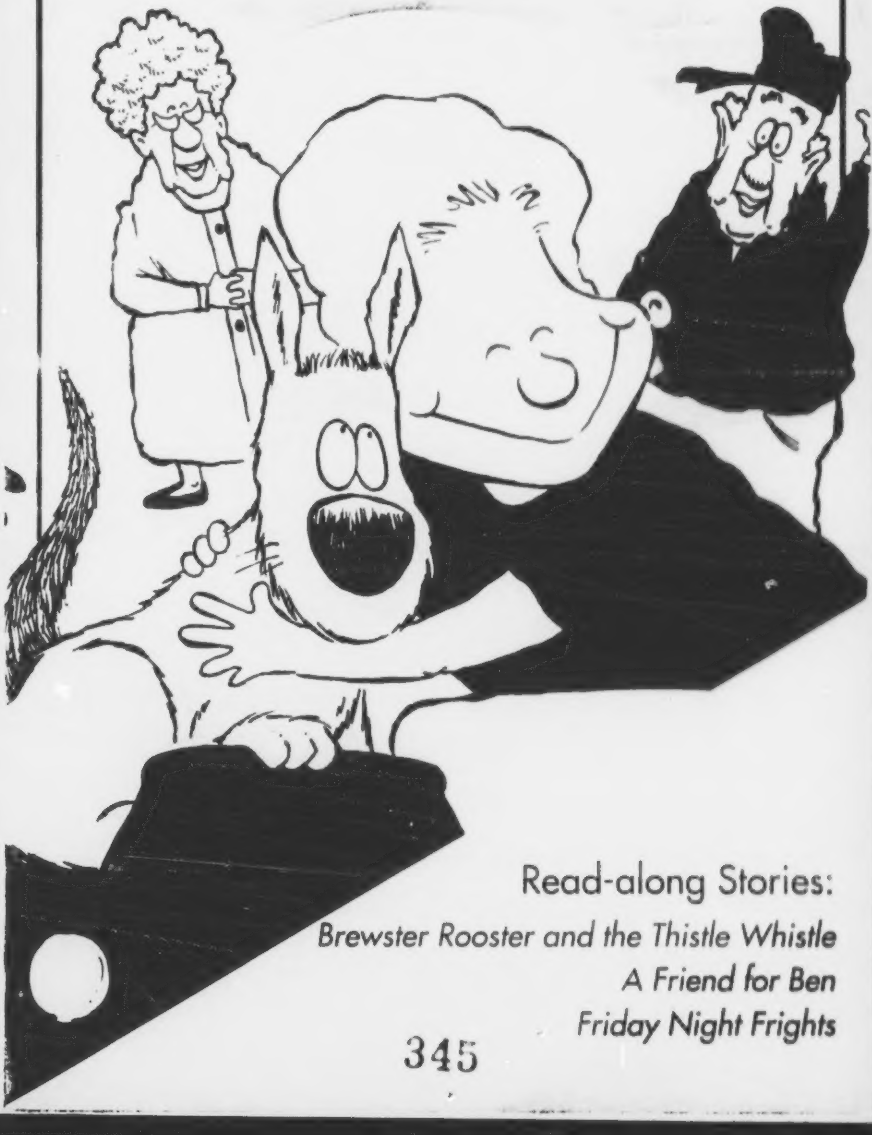
Parents and Children Together

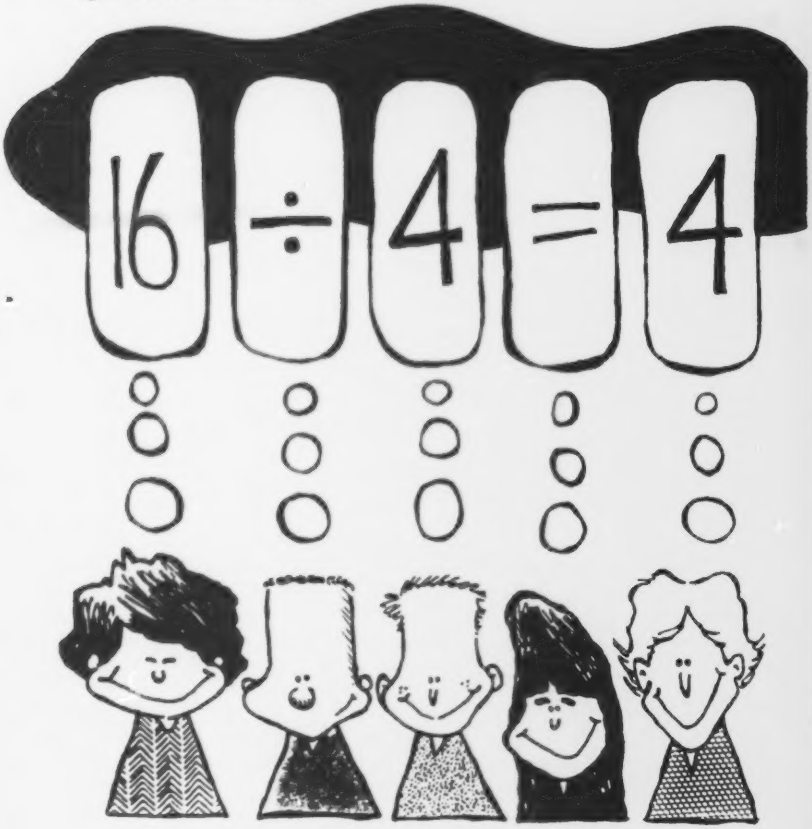
Teamwork Learning



Read-along Stories:

Brewster Rooster and the Thistle Whistle
A Friend for Ben
Friday Night Frights

This booklet has a companion audio tape on "Teamwork Learning." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.



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e=MC

Getting Started

Welcome to this issue of *Parents and Children Together*. A family is like a team in many ways. In this issue, we discuss how the members of your family can work together and learn from one another.

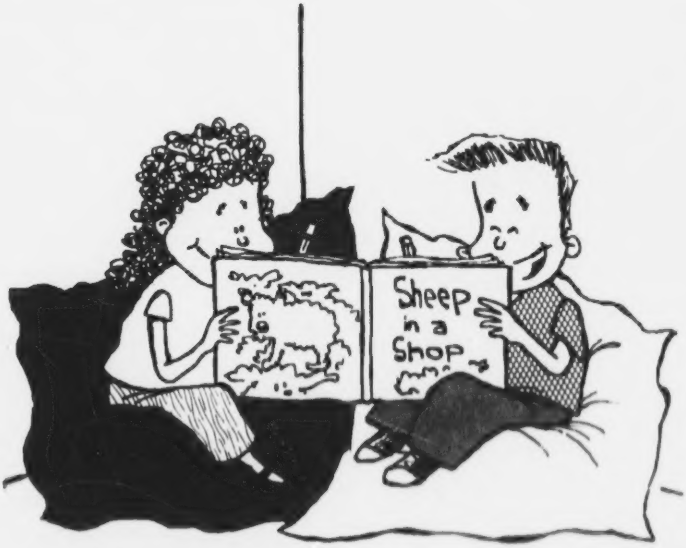
On side B of the audio tape (and in the second half of the booklet) you will find three read-along stories. We encourage you to listen to these stories and to read them with your children so that they may participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.

What Is Teamwork Learning?

A new kind of learning is taking place in classrooms across the country. It's not so new, really. It is actually the kind of learning that was commonplace in the one-room schoolhouses where many of our great-grandparents learned reading, 'riting, and 'rithmetic. In the old one-room schoolhouse, students who had already learned a certain skill or mastered a concept helped others to learn it also. There everyone was a teacher and everyone was a student because they all learned from one another. Families who learn and work together have always been like that.

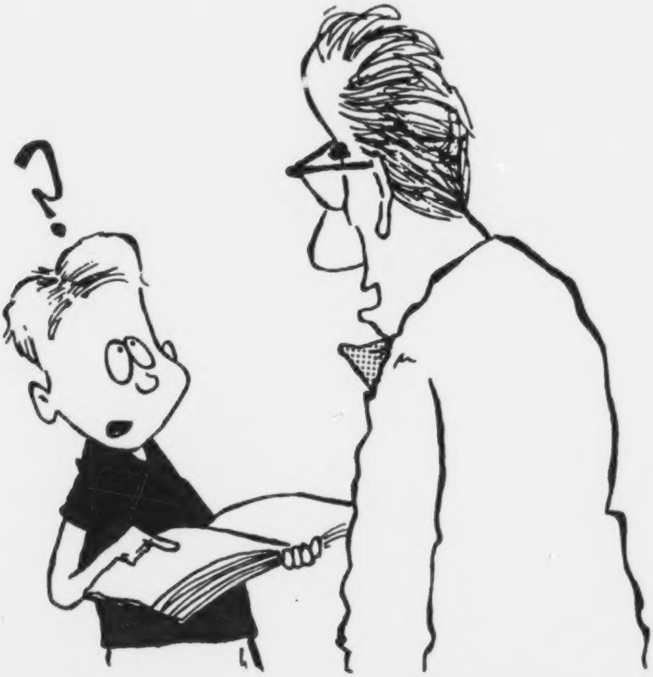
Today's educators are using this old and proven learning model in modern classrooms. Because these teachers recognize the value of team learning, they are organizing students to share their knowledge and skills with one another.

Here are some examples of activities going on in cooperative learning situations:



- In a first-grade classroom, two children sit in a corner on large pillows and hold between them a book which has both pictures and words. Each child has a pencil in his hand, and as they look through the book together, each of them stops now and then to circle a word he has recognized.

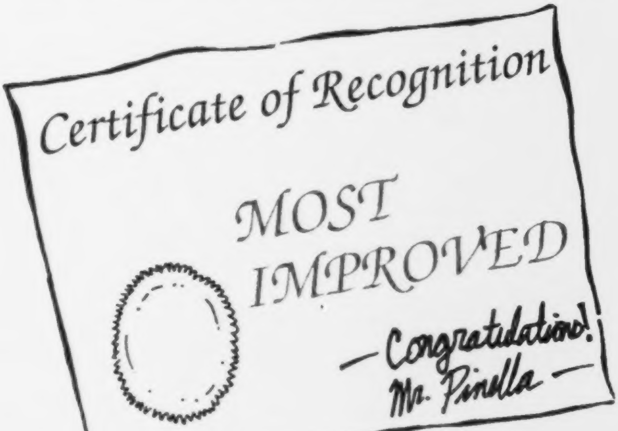
They talk about the pictures and about what they think is happening in the story. As they help one another figure out what is written in the book, they look at the words they have circled. When they cannot understand a sentence because they don't recognize enough of the words in it, they ask another child for help.



These boys are not afraid to say to a classmate or a teacher, "What does this mean?" because they are used to asking for help from others. They have been trained to see learning as a teamwork activity.

◆ In a fifth-grade classroom it is math period, and the teacher presents a lesson on decimals. After the lesson is finished, students work in small groups doing decimal problems. They help each other put what the teacher has told them into practice. Because the students work in teams, each member shares his or her understanding of decimal problems with other members who are having trouble getting a grip on the idea. They study worksheets and work problems together. Helping each other seems quite natural to these fifth graders.

Even though they study together, students take their test on decimals individually. The teacher rewards their cooperative effort. She gives special recognition certificates to the team whose members show the largest total improvement over their previous test scores.



Certificate of Recognition

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- A classroom of sixth graders has been reading different books, which deal with the common theme of survival in the wild. After each of the students has finished her novel, they all meet in small groups to write stories which explore the same theme of human beings trying to survive in the wilderness.

  Each child plays a different role as they decide about the setting, characters, and the main challenge or predicament which will face the characters in their story. After they have talked these problems out, they spend several days composing their story; then they read it to the rest of the class.

  These sixth graders have not only learned something valuable about how literature is created, they have also learned important lessons about how to work with and get along with others.

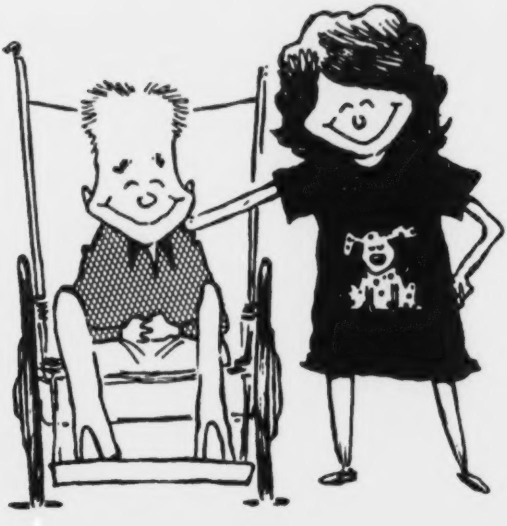
All of these students are learning cooperatively. They cooperate in order to learn, and in doing so they share their knowledge and understanding. Learning in a team helps these students accomplish a common and clearly defined goal, and it helps them learn how to help one another. Your family can also act as a learning team in which individual members help each other learn and grow and accomplish important goals.

Children Learn Better in Teams

Studies indicate that there is less rivalry and more friendliness in classrooms (and families) in which people learn cooperatively. Cooperative learning also seems to encourage students who are overly aggressive or especially shy to integrate themselves into the group more easily than they do in a more competitive situation. Teamwork learning helps children realize that they need to listen to one another, and that they need to work through difficulties and misunderstandings if they are going to accomplish their goals.

Studies prove that children who help one another learn

- have higher motivation
- show academic improvement
- experience increased self-esteem
- develop a more positive view of the intentions of others
- more easily accept that others may be different

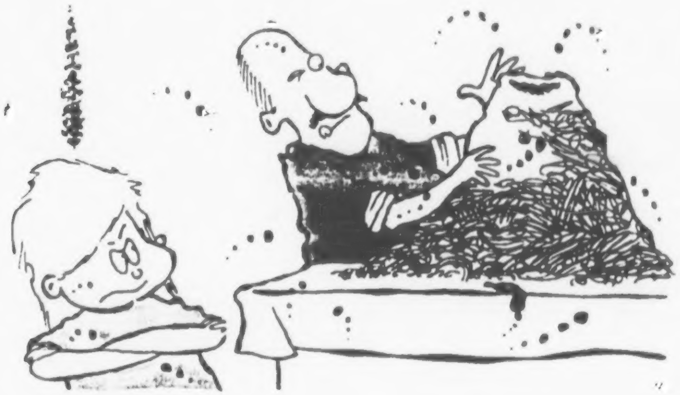


- feel less dependent on their teacher or parent
- achieve higher test scores

Cooperative learning seems especially valuable in activities that pose problems which need to be solved. It promotes critical thinking because learners must work together to define a common goal and then devise strategies for reaching that goal. In my family, when a third grader got the assignment of figuring out what early explorers in the Canadian Yukon could find to eat, we all got involved. An older brother said he would search the encyclopedia. Mother called Uncle Bob who worked on an oil pipeline up there. The third grader called the librarian for answers. Together, we solved the problem and in the process we taught each other a lot more than the answer to this single question.

Help Your Children Claim Ownership of What They Know

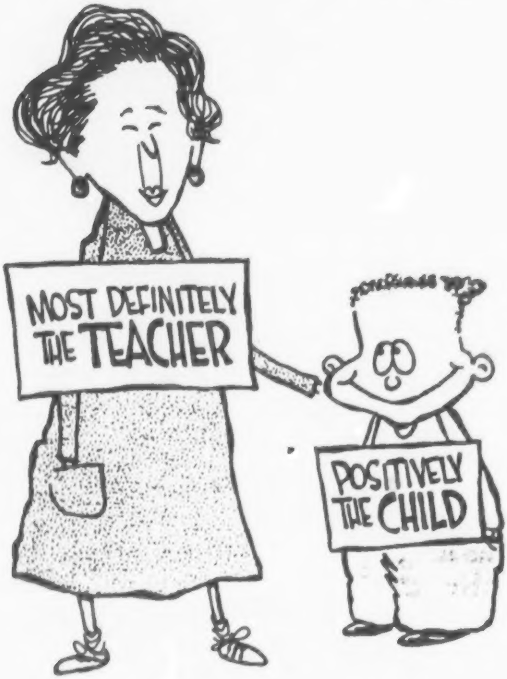
Have you ever had the experience of helping your child with her science project and then discovering that it has suddenly become your science project? The example of the family solving the Yukon question shows you ways of having several participants without taking the project out of the hands of the true owner.



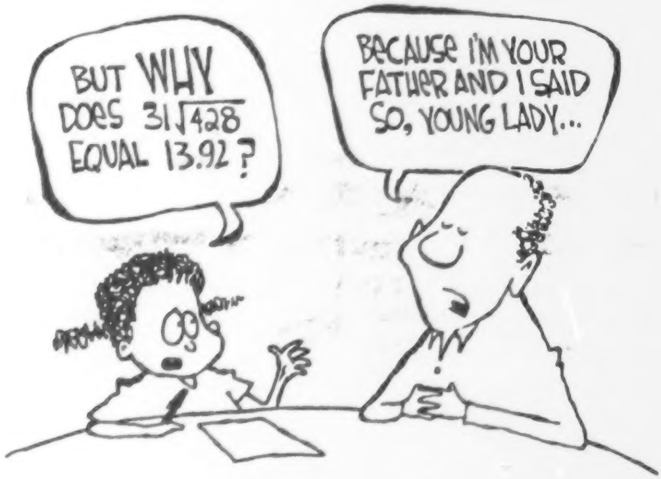
Learning is an active process. Research indicates that children more easily learn and most effectively remember knowledge which they have in some way dramatized or performed. Acting out, or talking, singing, or writing about new knowledge is a way for children to claim ownership of new ideas and incorporate them into their own understanding of the world in which we live. The give and take involved in teamwork learning promotes this kind of ownership.

What Is the Parent's Role in Team Learning?

In most classroom situations, the members of a learning team are of more or less equal status in knowledge and experience so that they can trade off roles as tutor and student, leader and follower. But in the case of parents or teachers involved in cooperative learning with children, the roles are more clearly defined.


MOST DEFINITELY THE TEACHER
POSITIVELY THE CHILD

When one member of a team has greater knowledge than the others, that member can lead the initial conversation in such a way that he helps the other members to think and talk until they arrive at their own conclusions. In this way, adults enable children to come up with procedures, knowledge, or skills that will be useful in other situations beyond the immediate one. If I give my daughter the answer to a long division problem she is struggling with, I have helped her through her immediate difficulty but I have not helped her learn how to think about long division problems.


BUT WHY DOES 31√428 EQUAL 13.92?
BECAUSE I'M YOUR FATHER AND I SAID SO, YOUNG LADY...

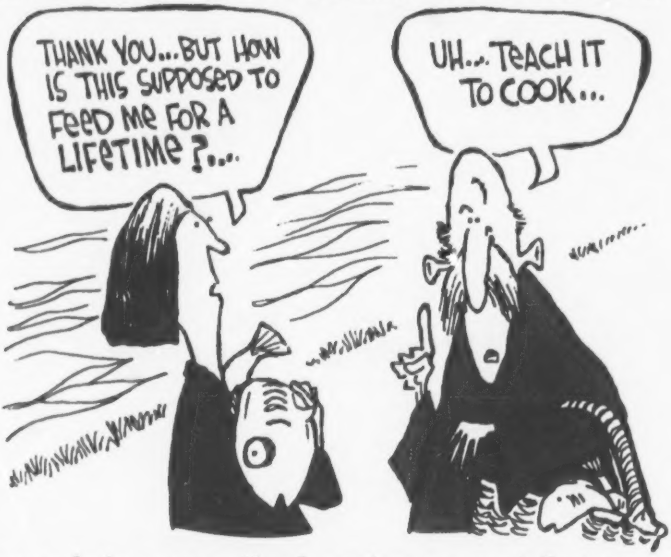
The major goal of the teacher or parent in collaborative talk is to direct the conversation so that members of a learning team are able to make connections which lead them to conclusions of their own making. In this way, children become progressively more capable of taking responsibility for their own learning.

How can parents be most effective in leading children to their own conclusions? Try following these simple guidelines:

- Take the child's attempt to solve the problem on his own seriously. Give him credit for putting forth his best effort. Say to him: "You are right in asking for information. Keep asking and searching until you have what you need to decide on your answer."
- Listen carefully as your child tells you what she understands about the problem or the project. Ask her to explain or provide examples for certain points which you find a little hazy. Ask lots of "why" and "how" questions. By explaining things to you, she may understand what she still needs to investigate.
- Make sure you have clearly understood your child's explanation of his goals by rephrasing what he has said to you. Using his own account as a starting point, repeat or extend or develop what he has said. Encourage your child to push his own ideas further if necessary. You can do this just by echoing his own statements. Say something like "So I hear you are going to do thus and such . . .," then pause to give your child time to further explain or clarify his plan if he needs to do so.

- "Lead from behind" by offering only enough feedback to help your child figure out the problem for herself. Your role is to be an "active" listener who repeats and reviews and occasionally giyes advice. To "lead from behind" you must be careful not to take over the project. Respect and support your child's efforts to work through her own problems.

Remember the old saying, "Give a person a fish and you feed him for a day. Teach a person to fish and feed him for a lifetime?" When it comes to our role in cooperative learning, we contribute most by helping our children realize that they can solve many school problems with just a little guidance and help from Mom and Dad. Teamwork learning means that everyone has a chance to do his or her own part.

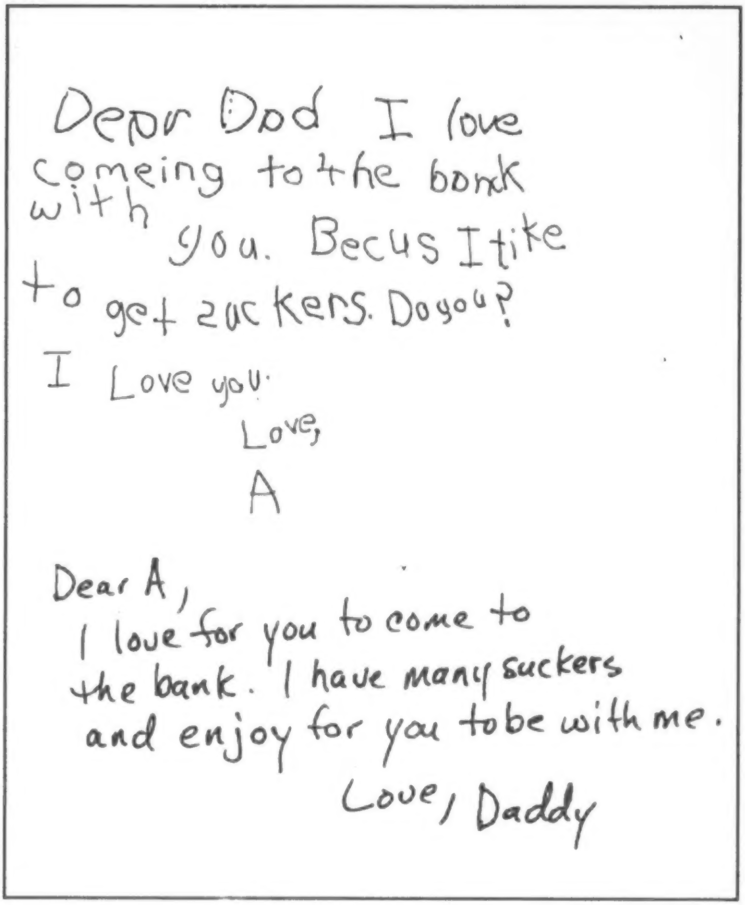

THANK YOU...BUT HOW IS THIS SUPPOSED TO FEED ME FOR A LIFETIME?...
UH... TEACH IT TO COOK...

Dialogue Journals: A Different Kind of "Talking Book"

Barbara Bode is an elementary and middle school principal in Tampa, Florida

Starting a dialogue journal is one way you can become more involved in your child's education. In a dialogue journal, two or more people take turns talking to one another in writing. You can start such a journal in an old notebook or writing tablet which you leave in a special place where each of you can make frequent entries. Keeping a dialogue journal is a way for two people to hold a conversation on paper. When a parent keeps a dialogue journal with a child who is just learning to read and write, that parent helps her child see how genuinely useful reading and writing actually can be.

When children use writing to gain information, express their feelings, persuade others, or imagine stories, they are writing to achieve a purpose. Printing messages to their moms or dads helps young children learn how to use written language to express their own meanings—it allows them to play with writing and see how to use it to communicate messages that are important to them.



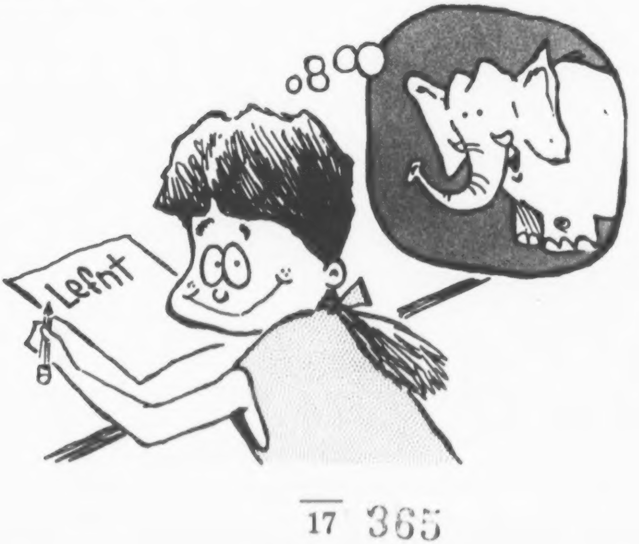
Dear Dad I love
comeing to the bank
with
you. Becus I like
to get zuckers. Do you?
I Love you.
Love,
A

Dear A,
I love for you to come to
the bank. I have many suckers
and enjoy for you to be with me.
Love, Daddy

Dialogue journal writing helps children see the connection between listening and speaking, and between reading and writing. Even kindergartners can take advantage of opportunities to explore reading and writing in this fun, meaningful, and low-pressure way.

Children can be scared in situations where emphasis is placed on correctness rather than on the message the child is trying to get across. If a child is overly concerned about reversing a letter or misspelling a word, she may be too preoccupied to discover the real reason people write in the first place. By starting a dialogue journal with her, you can help your child discover how to make writing work to express an idea or a feeling that is important to her.

As she writes to you in the journal, encourage your child to spell words "creatively" or to "invent" spellings. This will allow her to play with language and see learning to write and spell as a fun activity rather than as a test she might fail. Children can figure out the relationships between sounds and letters, and they can use this knowledge to express themselves creatively in writing.



Children are often better at sounding out words than are adults who tend to ignore similarities between the way words look and sound. For instance, your child might spell the word "truck" as "chruk" because that is the way it sounds to her. Children will usually start spelling by giving the initial consonant only. Later, as they become more accustomed to writing, they will combine the final consonant with the first one (i.e., 'b' and then 'bl' for 'ball'). Studies show that as children develop, they will add vowels to the consonants so that their words begin to resemble more predictable spelling patterns. In order to make sure each of you understands the other's written message, you and your child can read your entries out loud to one another.

Mike,

Would you like to plant anything besides tomatoes?

KyoowRumbrs

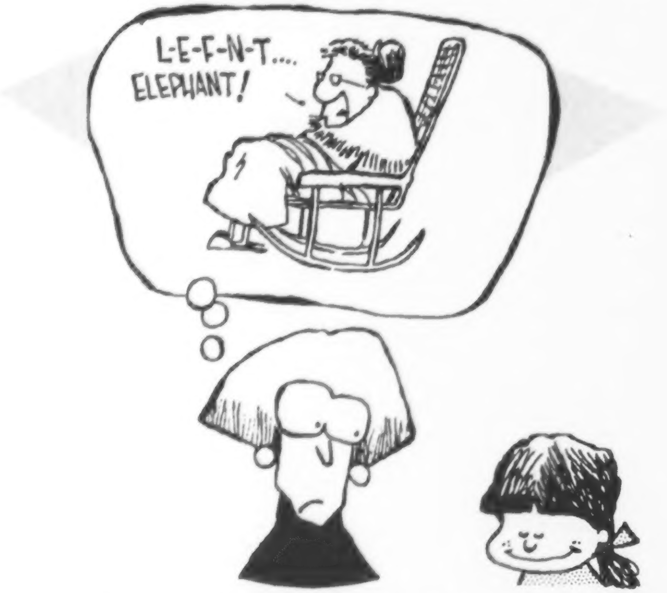
I didn't know you liked cucumbers - should I get some at the store?

No i just wont tmaytaes

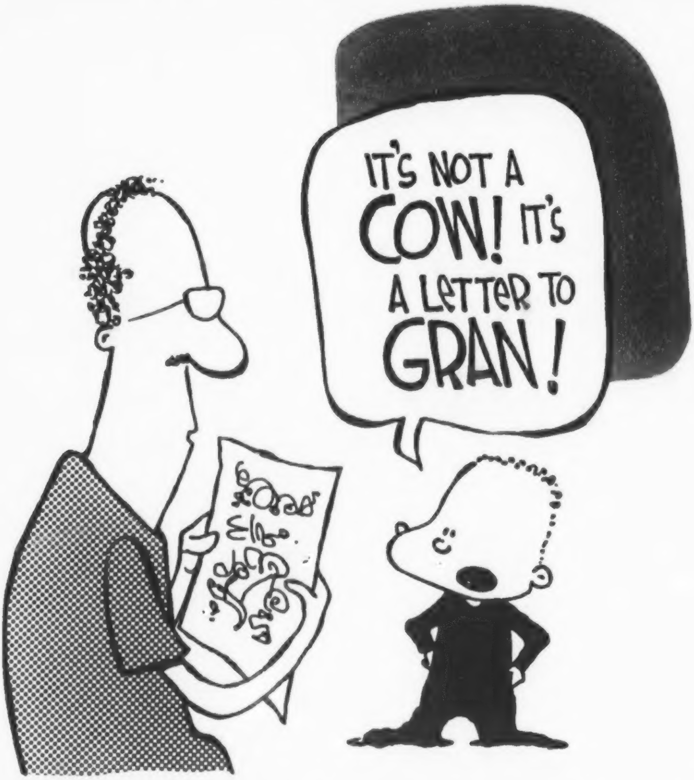
Well I guess I have to leave for work now - will you try very hard at school today?

I will

Right now you are probably wondering how your child will ever learn to spell properly if you encourage her to invent spellings for words she doesn't really know how to spell but wants to use.


L-E-F-N-T....
ELEPHANT!

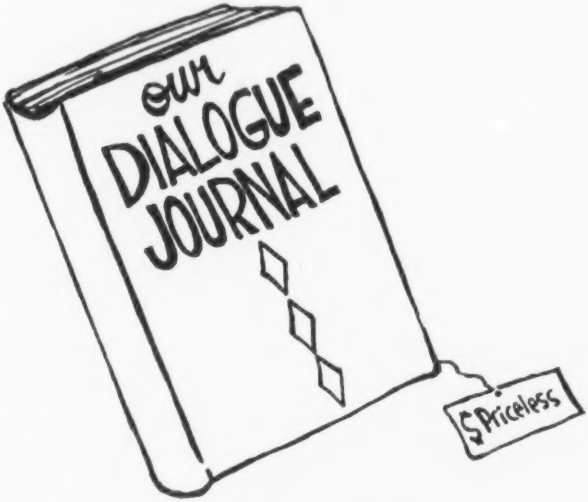
She will learn to spell correctly over time. Give her a chance to learn gradually. Your role in this activity is to quietly model correct spelling for your young dialogue partner. This is another opportunity for you to serve as a good example for your child. To do this, you merely need to rephrase or repeat your child's entry as you add something of your own to it. Notice how the parents conversing with their children in the above examples are careful to repeat the words their children invented spelling for.


IT'S NOT A COW! IT'S A LETTER TO GRAN!

Young children need opportunities to play with reading and writing. Rereading familiar stories and scribbling messages using invented spelling enable young children to express themselves in print at an early age. Writing with invented spelling allows a child to feel free to explore, and try out ideas. As an adult persists in quietly giving "correct" models of spelling for a child, the child's knowledge grows naturally. In this kind of dialogue or exchange, parents have the opportunity to model language and literacy for their children.

This practice of imitating models is similar to the way children learn to speak. Dialogue journal writing helps children to learn that print is just speech written down. Children can learn to write and read by following a similar model of learning.

Dialogue journal writing has definite, long-range benefits. It helps children understand that writing is for meaningful communication. This fun activity will help your child develop a more positive attitude toward the confusing process of learning to read and write. And a dialogue journal is a wonderful written record of a child's journey toward literacy. What a delightful gift you can hand back to your young one once he or she has grown up. The dialogue journal you begin with your child today could become a valued keepsake in the years to come.



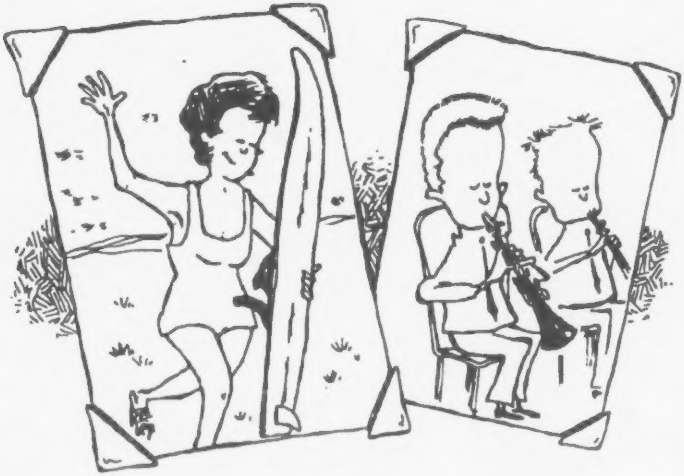
Activities for Fun and Learning

Try a few of the following activities with your children to help them learn together.

Who's Next?

- Practice your cooperative learning and thinking skills by making up and telling stories together. On an evening when the whole family is having dinner together, take some time after the meal to do this fun activity.

  One person begins by imagining and then describing the setting of a story you will all tell as a group. This first person talks about where and when the story takes place. The next person describes the characters in the story and gives them names. Then the rest of the people at the table take turns telling the story. Each of you makes up two or three sentences which tell what happened to these people in this place. Go around the table and give everyone a turn to contribute until someone decides how to end the story. You might even want to ask one member of the family to write the story down as it is told (or you could record the story more easily by just turning on a tape recorder).



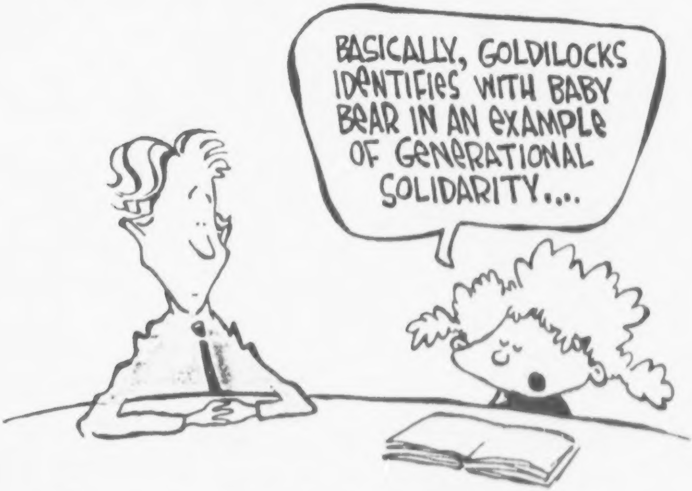
If you do this on a regular basis, the written down or recorded stories will make a wonderful addition to your family memory scrapbook or photo album. Wouldn't it be fun to be able to share these memories with your children when they are grown up, or to pass these stories on to your grandchildren?

Journal Jotting

- Help your child learn that writing is a meaningful activity that he can use as a tool for personal expression. Begin a dialogue journal that you and your child can both contribute to on a daily basis. See the guest column section in this issue for information about how to do this.

Reading Co-op

- Reading aloud can be a cooperative learning activity when you and your child discuss what is happening in the story, or when you let your child read to you. As you read a story to your child, pause now and then and ask him to interpret part of it. Ask him why he thinks a character does what she does. Ask your child to interpret or draw conclusions about the story as you read it, and then ask him to summarize it after you have finished reading. Share your ideas and learn about the story together. You may be surprised by your child's interpretation of what happens in the story. You might also ask your child to read the story to you so that you can be the one to answer questions and offer opinions.


BASICALLY, GOLDILOCKS IDENTIFIES WITH BABY BEAR IN AN EXAMPLE OF GENERATIONAL SOLIDARITY...

Your Turn

- ❖ Write a story with your child. Here is how: each of you writes a sentence, or part of a sentence, of the story. You might begin by writing, "Once upon a time there was . . . "

For example:

Once upon a time there was a beautiful . . .

. . . UNICORN NAMED REBECCA, AND SHE WAS SO BEAUTIFUL THAT HER HORN AND HER HEELS WERE GOLDEN.

She lived in an enchanted woods, where . . .

. . . ALL THE UNICORNS PLAY. BUT SHE WAS SAD BECAUSE SHE HAD NO WINGS TO FLY WITH.

And so many of the other unicorns teased her . . .

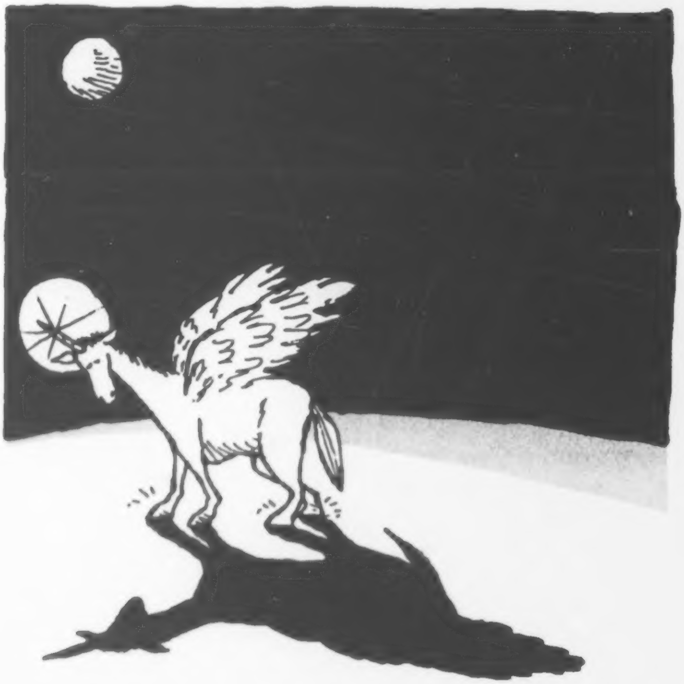
. . . BUT ALL OF THE OTHER UNICORNS WERE NOT AS BEAUTIFUL AS HER, AND SO SHE DECIDED TO MAKE A PAIR OF WINGS.

Every day for many moons Rebecca gathered golden pieces of straw . . .

. . . TO MAKE WINGS WITH. BUT THE OTHER UNICORNS DID NOT THINK SHE COULD DO IT, SO THEY LAUGHED AT HER.

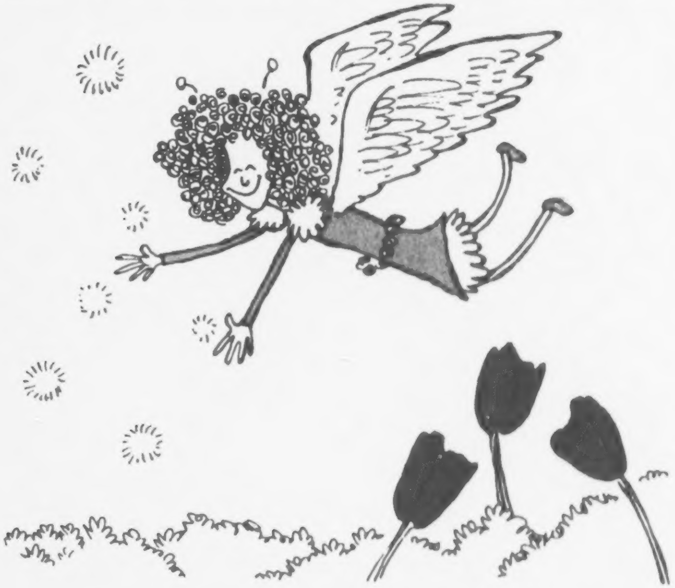
She did not give up, though; she kept working, and one night when the moon was full she . . .

. . . REALIZED SHE HAD GROWN BEAUTIFUL WINGS, SO SHE DID NOT NEED THE STRAW.



Rebecca said, "What shall I do with all of this straw?"

AND SUDDENLY FROM THE GROVE OF TULIP TREES SHE SAW A . . .



. . . fairy who said to her. Let me take the straw, please, and I will weave it into a golden castle for you to live in because . . .

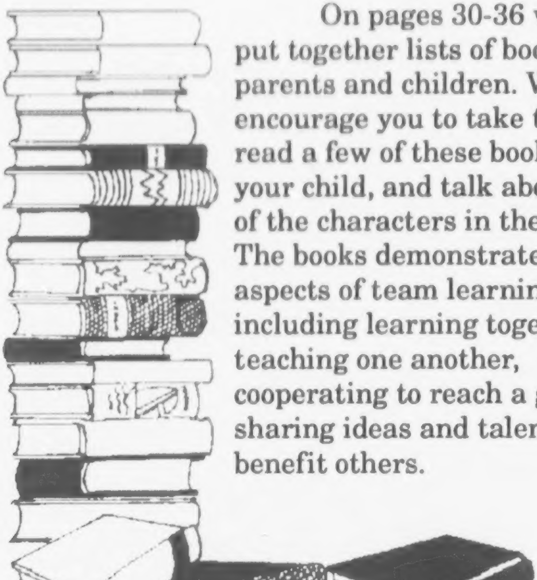
. . . YOU WORKED SO HARD TO MAKE WINGS AND NEVER GAVE UP.

Besides, I love you, and I want you to live happily forever. . .

. . . AND THE OTHER UNICORNS DIDN'T TEASE REBECCA EVER AGAIN, AND THEY WISHED THEY WERE AS BEAUTIFUL AND THEY HAD A CASTLE, TOO.

THE END

Books for Parents and Children



On pages 30-36 we have put together lists of books for parents and children. We encourage you to take time to read a few of these books with your child, and talk about some of the characters in the stories. The books demonstrate different aspects of team learning, including learning together, teaching one another, cooperating to reach a goal, and sharing ideas and talents to benefit others.

At the beginning of this issue, we mentioned that side B of the audio tape contains read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about them ahead of time.

Before reading the story, talk about the title and things that might happen in the story. Then, after the story is finished, talk about it again. By the way, if in the middle of the story something funny or interesting happens, it's O.K. to stop the tape and discuss the event, or ask your child questions such as "Do you know what a German Shepherd looks like?" or "Can you whistle? If so, whistle your favorite tune." These questions make your conversations about the story more meaningful and more valuable.

When you and your child are ready, turn the tape to side B and listen to the stories as you read along together, or you may wish to read the stories aloud while your child reads along in the booklet.

Books for Parents

Learningames for Threes and Fours: A Guide to Adult/Child Play, by Joseph Sparling and Isabelle Lewis. Presents one hundred games and play ideas that coincide with child-development patterns. Supports learning through play with emphasis on self-image, independence, reasoning, creativity, sharing, coordination, and language.

Time Out Together: A Month-by-Month Guide to Activities to Enjoy with Your Children, by Jan Brennan. Presents pastimes and activities for parents to share with their children. Most can be done at home using everyday materials.

How to Help Your Child with Homework, by Marguerite C. Radencich and Jeanne Shay Schumm (Free Spirit Publishing). Offers charts, resources, games, and study tools to help parents assist their children with homework. Topics include reading, spelling, writing, math, science, social studies, reports, and tests.

Helping Your Child Achieve in School, by Dr. Barbara Johnson. Deals with motivation, reading, testing, and beginning school. Also covers parents and teachers as partners, gifted children, and computers.

Books for Parents and Children to Share Together

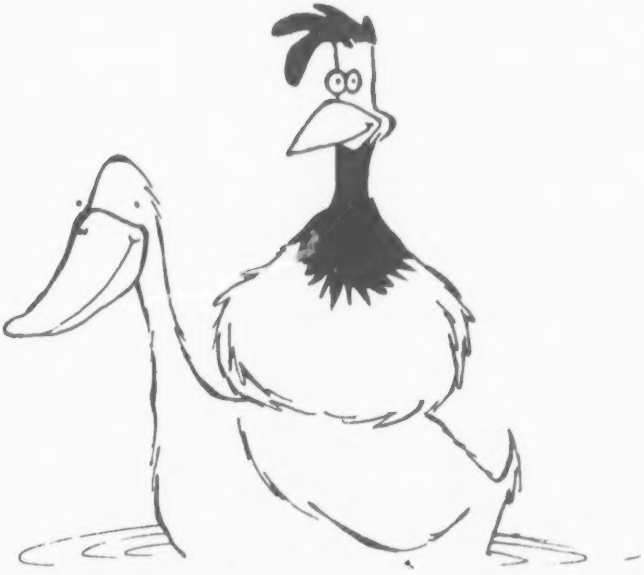
We divide our book selections into three age categories (4-6, 6-8, 8-10). Some children will be able to read several of the books by themselves, but other books might be too difficult. With your children, look through the books at a library, school, or bookstore and decide which ones they can read. The books that are too difficult remain possible choices since you can read them aloud to your children.

Ages 4-6

Guess What? (a Peek-A-Boo book), by Taro Gomi (Chronicle Books). Parents and children can take turns or try to figure out together answers to clues that appear through the die-cut holes on each page. This book is small and the sturdy cardboard pages are easy to turn.

Guess Who? (a Peek-A-Boo book), by Taro Gomi (Chronicle Books). As in *Guess What?* die-cut holes appear on each page, but in this book, the holes are the eyes of various familiar creatures. Pictures, clues, and words help children identify each of these creatures.

Across the Stream, by Mirra Ginsburg (Mulberry Books). A mother duck and her three baby ducklings work together to rescue a hen and her three chicks from a fox. Each duck carries a chicken on its back and swims across the stream to safety. Includes colorful illustrations and large, bold print.



Frederick, by Leo Lionni. Frederick helps his family of field mice see that creatures need more than just shelter and food supplies to survive. Frederick contributes to the group's survival by using his imagination to create poetry and stories that sustain them during the long winter.

Hocus Pocus: A Pop-up Book, by Julie Lacome (Tambourine Books). As a parent reads the text that asks a question about what the rabbit magician is doing, a child will be able to answer the question by manipulating the flaps, tabs, and wheels. This enables both to contribute to the "reading" of the book. Touches on colors, counting, and other basic concepts.

Guess What? by Mordicai Gerstein and Susan Yard Harris (Crown Publishers). Parents and children together can determine what might be in each surprise package the young girl in this book receives. Eleven fold-out flaps help to illustrate the numbers one through ten.

Ages 6-8

Who Is the Boss? by Josse Goffin (Clarion Books). Two passengers argue over who is in charge and who is better, until their ship crashes and sinks. This short story with simple text demonstrates the importance of teamwork in reaching a goal.

While You Are Asleep, by Gwynne L. Isaacs (Walker and Company). Presents different night jobs some people hold, and indirectly shows the importance of their jobs to the community. Descriptions include the positions of bus driver, police officer, phone operator, nurse, and doctor.

Oh, What a Mess, by Hans Wilhelm (Crown Publishers). Franklin the pig shares some ideas with his family that help them clean up their house and themselves. In the process, Franklin becomes a talented artist, and his family learns how to remain neat and clean.

Underwear! by Mary Elise Monsell. Zachary Zebra, Orfo Orangutan, and Igor Egret like silly underwear. Together they teach Bismark Buffalo how to laugh and have fun. Bismark not only learns how to enjoy life, but also how to be a cheerful friend to others.

Moose on the Loose, by Carol Partridge Ochs (Carolrhoda Books). A moose has escaped from the Zown Town Zoo, and a chartreuse caboose is missing from the railroad. An unlikely group join forces to form a search party. They have a great time in their search for both adventurers.

New Kid on Spurwink Ave., by Michael Crowley (Little, Brown). The kids in Leonard's new neighborhood think he is boring and doesn't know how to play. When Leonard teaches them other ways to play, they learn a few things about having fun, and finally they accept him into their "gang."

Ages 8-10

Shadowgraphs Anyone Can Make, by Phila H. Webb and Jane Corby (Running Press). Each page shows how to develop a shadow character using the hands. Short rhymes accompany each black and white illustration. Children can work with each other or with their parents to make the characters.

Bee Bopp, by Stephen Cosgrove. When Bee Bopp moves to Buggville and begins Buttonwood school, she gets in trouble the first day and is suspended. Lord and Lady Bugg become her private tutors and help her see that a bugg doesn't have to be rude and loud to get attention from others.

The Rag Coat, by Lauren Mills (Little, Brown). Minna does not have a winter coat, so the Quilting Mothers work together to make a rag coat for her out of their quilting scraps. When the children at school hurt Minna by making fun of her coat, she tells them stories about the origins of the different scraps. They share memories with each other and learn what it means to be a real friend.

The Long Red Scarf, by Nette Hilton (Carolrhoda Books). Pop wants a scarf to keep him warm when he goes fishing, but he can't find anyone to make him one. Cousin Izzy and his friend Jake teach him how to knit so he can make a scarf for himself.

The Berenstain Bears and the Missing Honey, by Jan and Stan Berenstain. Papa Bear's blackberry honey is gone and Papa Bear, Sister Bear, Brother Bear, Cousin Fred, and Snuff the sniffer hound form a detective squad to find out what happened to it. Together they search for clues and eventually solve the mystery of the missing honey.

Charlotte's Web, by E. B. White. The Zuckermans plan to kill Wilbur the pig and turn him into bacon and ham. Charlotte leads a group effort to save him, and Wilbur assists her family in return. This is a touching story and works well as a "read aloud".

Magazines

Also ask your librarian for the following magazines:

Cricket

DuckTales Magazine

Highlights for Children

Kid City

Sesame Street Magazine

Wee Wisdom

* * * * *

Read-along Stories

BORED,
BORED,
BORED....

Brewster Rooster and the Thistle Whistle

by Dorothy Baughman

Things to do *before* reading the story

Do you know how to whistle? There are many different ways to whistle. Some people can even whistle tunes. Ask your mom and/or dad what kind of whistling they can do.

Brewster Rooster was bored. He walked from one end of the chicken yard to the other, grumbling. "I think I'll take a walk outside the chicken yard today," he said.

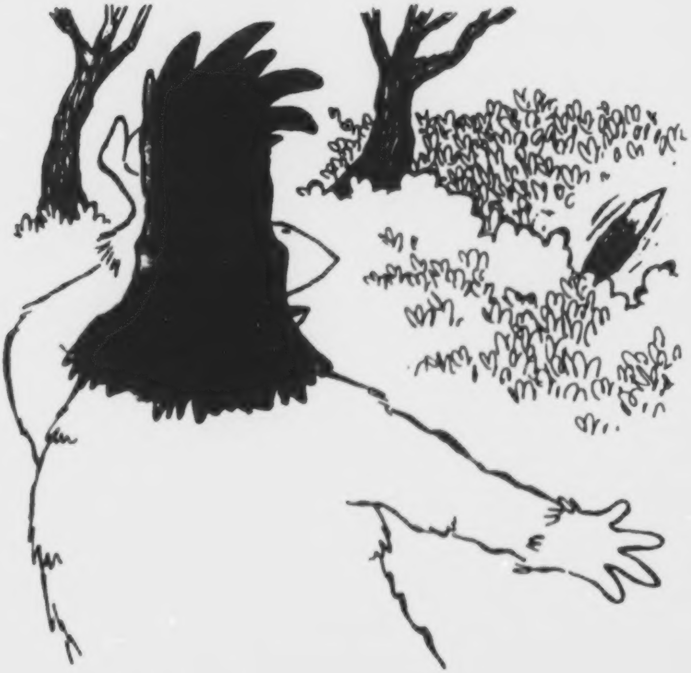
"You had better not," warned Harriet Hen. "You know old Filbert Fox is always waiting for a chicken dinner."

"No silly fox is going to catch me," bragged Brewster.

"I warned you," said Harriet, and she went on scratching.

"Humph," snorted Brewster, "I'm not worried about that stupid fox."

Brewster squeezed through the gate and walked slowly toward the woods. He picked here and he scratched there. Suddenly, he noticed something moving in the bushes. It frightened the big rooster. He was not so brave now.

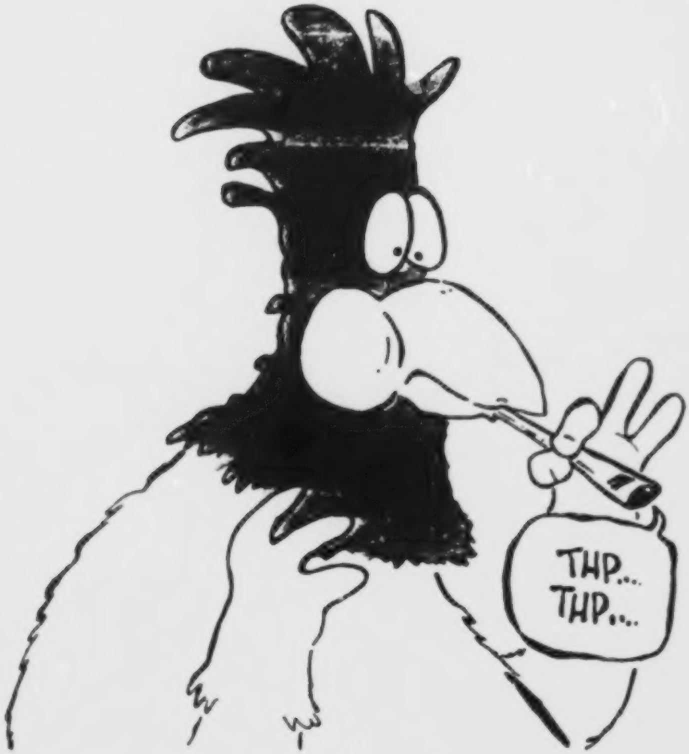


"I-I-I hope that isn't the fox," he whispered to himself. Brewster walked slowly away from the bushes. Out of the corner of his eye he saw Filbert's fuzzy tail through the greenery.

"Oh, dear me, it is the fox." Brewster walked faster. "I'll have to think of something to outsmart that fox. I can't outrun him now."

Suddenly Brewster noticed something on the ground. It was an old whistle that the farmer's children had dropped. Brewster picked it up, but it was broken. It would not whistle.

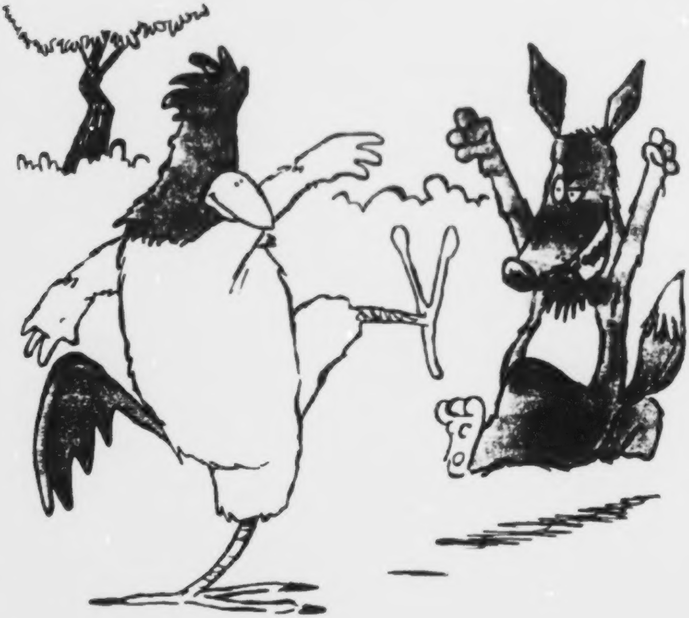
"This won't do me any good," said Brewster. "I can't even scare him away with this. It doesn't make a sound."



Suddenly an idea hit him. Brewster smiled. "Maybe I can outsmart him with this after all."

"Aha, chicken. I've got you now," shouted Filbert, and he raced toward Brewster.

But the chicken had started some sort of strange dance, and he ignored the fox.



"What are you doing, you silly chicken? Be still, so I can eat you."

"I am dancing to the music of my thistle whistle."

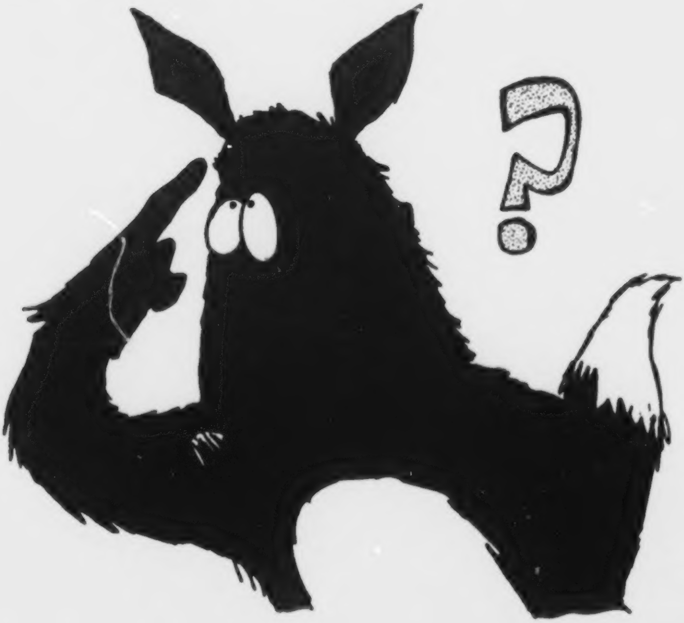
"And just what is a thistle whistle?"

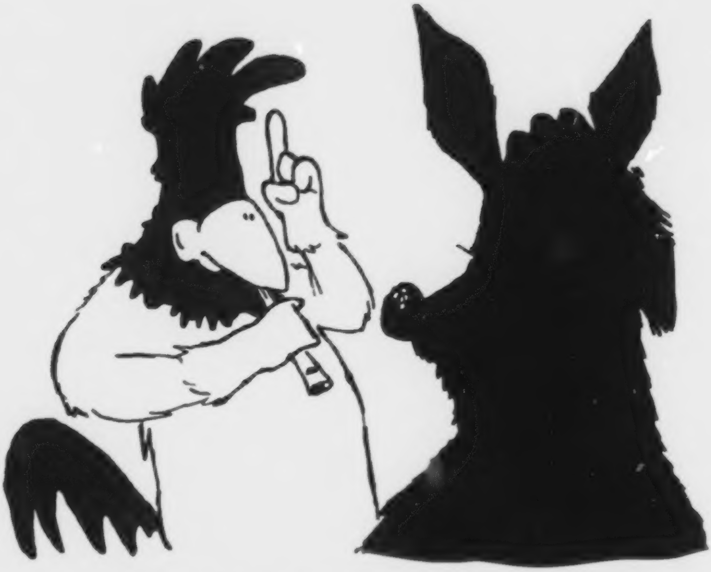
"My poor fox, you are behind on the news. Thistle whistles are for very special animals, and I thought surely you would have heard of them. You are a member of the Animal Society, aren't you?"

"Of course," said the flustered fox. "I've been a member for years. I must have forgotten about the whistles." The fox did not want to appear stupid—especially in front of a chicken.

"Er, just what does a thistle whistle sound like? I seem to have forgotten that, too."

Brewster almost laughed out loud at this question, but he knew if he did not keep up his story, he would be Filbert's dinner.





"Well, you see, Mr. Fox, the thistle whistle has a soft, soothing sound, like the down of a thistle. That is where it gets its name, but it is so soft only special animals can hear it."

The chicken started his dance again. Round and round he danced. "Do you hear the beautiful music, Mr. Fox?"

Filbert did not hear a thing, but he told the rooster, "Yes, it is very lovely." He certainly did not want the chicken to think he was not special.

"Would you like to dance to the thistle whistle?"

"Why, yes, of course," the foolish fox answered.

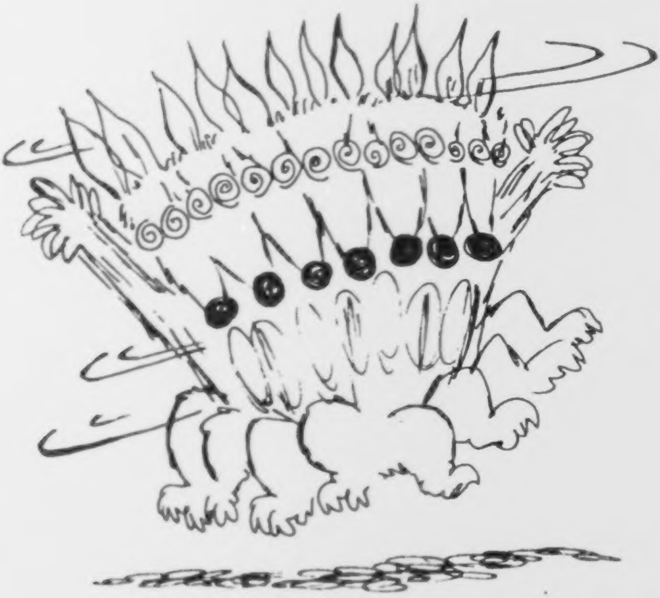
Brewster handed the whistle to the fox and said, "Now dance swiftly in a circle, Mr. Fox."

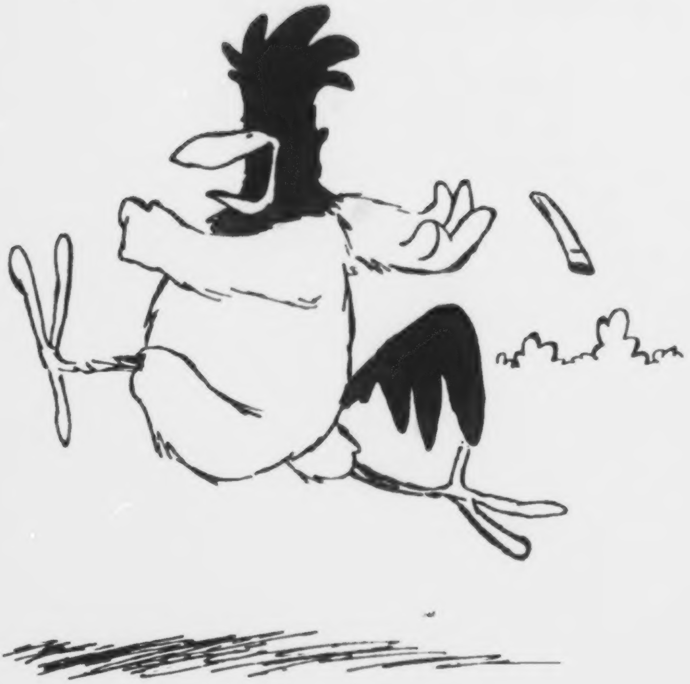
The fox did as he was told, and in a few minutes he was as dizzy as a top.

"I can hardly dance anymore," the fox said. His head was spinning round and round.

"Oh, go on. You are doing wonderfully," said Brewster.

The fox kept dancing and finally fell in a heap, his poor head reeling.





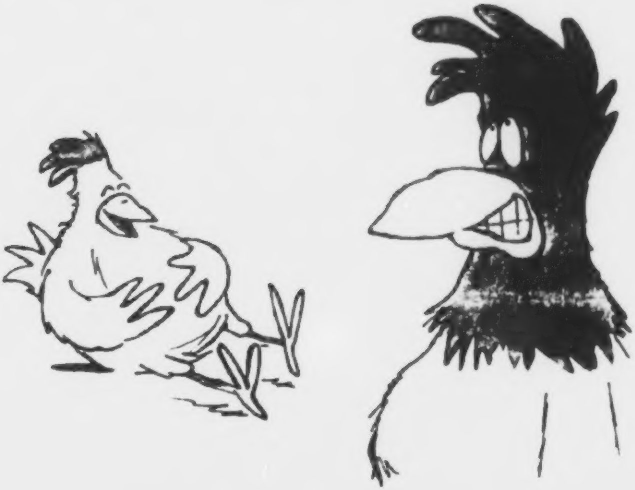
Brewster started laughing. "You silly fox, there is no such thing as a thistle whistle," he called, and he ran and ran until he reached the chicken yard.

"The fox almost got you, didn't he?" Harriet Hen asked.

"Almost," admitted Brewster, "but I outsmarted him." He told Harriet the tale.

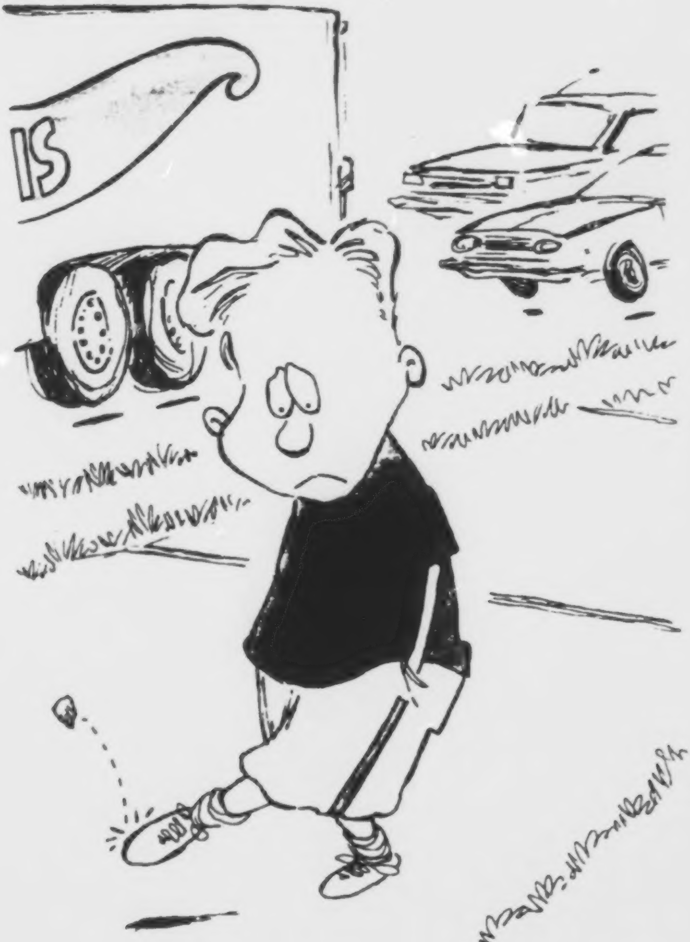
"How funny it must have been to see a fox dancing to a silent tune," she said with a laugh.

"Thistle whistle!" Brewster laughed, but down inside he was still shaking. You can be sure he never took a walk outside the chicken yard again.



Things to do *after* reading the story

Because Filbert Fox is very proud, he is willing to pretend he hears something that he really doesn't hear. If you want to read another story about people who pretend something is real even though it isn't, go to your library and check out a book called *The Emperor's New Clothes*.


IS

A Friend for Ben

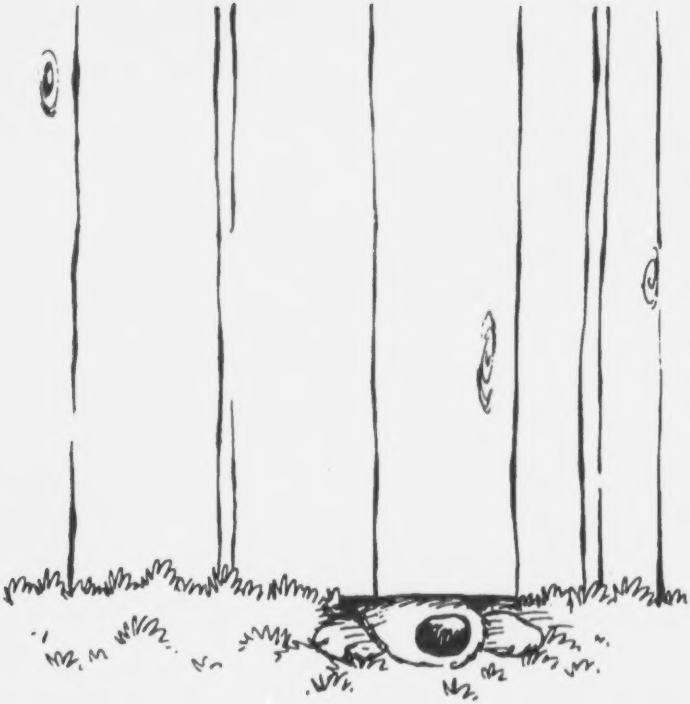
by John E. Moore

Things to do *before* reading the story

Ben, the boy in this story, feels sad. But he finds a friend who makes him feel better. Together, talk about someone you know who makes you feel better when you are sad. Ask your mom or dad who cheers them up when they are sad.

Tires screeched, and horns bellowed loudly. Ben snapped out of his daze as he stumbled over a crack in the sidewalk. Feeling lost and all alone, Ben kicked sluggishly at the crack, and plodded on. He was failing Math in school, his parents had grounded him, and his days were just generally boring. Ben didn't know it, but all of that was about to change.

"Hey!" he shouted, as a four-legged ball of brown and black fur shot from under a parked car and startled him. It crashed into his leg, tripped him again, and then disappeared under a wooden fence. Still on hands and knees, Ben crawled over to the fence and peered curiously underneath it. He



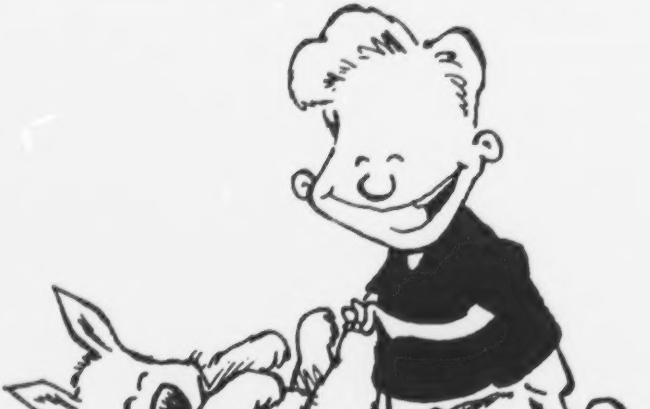
pulled back in shock when a small, wet nose nudged against his. The nose was followed by a pair of big, brown eyes that playfully returned Ben's gaze for an instant, and then disappeared. Soon, the nose poked out again, nostrils sniffing curiously. Ben sat back on his heels and chuckled. He had been playing peek-a-boo with a scared little puppy.

"Come out here, boy," Ben quietly coaxed, "I'm not going to hurt you."

"Woof!" went the little black and tan snout, and it poked out from under the fence again.

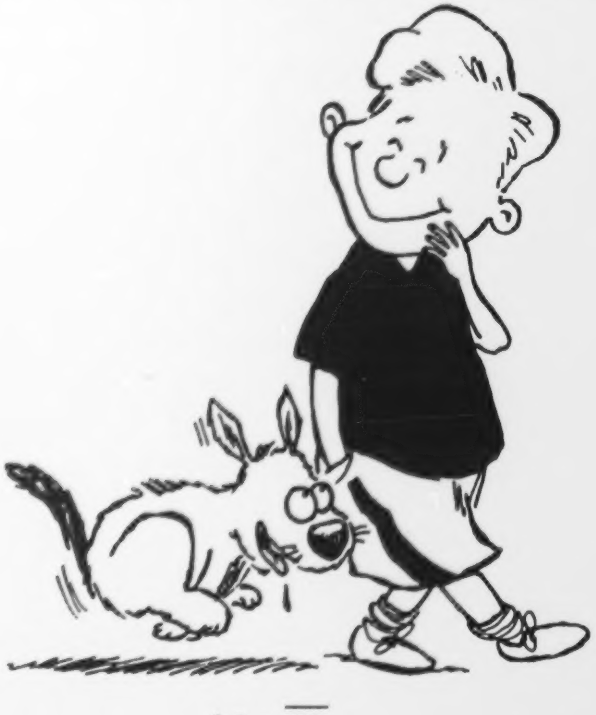
"Here, pooch, pooch," Ben pleaded, smooching his lips as if kissing someone.

Slowly the little German Shepherd pup crawled out of hiding, half dragging, half wagging his furry tail in a sign of surrender. When he reached Ben, the pup rolled over, playfully wiggled his hind legs in the air, and let out a short whine.



Ben tickled his soft belly, and the little dog rolled over and sprung to his feet. He leapt playfully at Ben and snapped off a short yip. Before long, the pair had become friends, and the small Shepherd pup shadowed Ben all the way home.

Ben silently opened the front door to his home, poked his head in, and peered nervously about. Finding the front room empty, he and his new friend cautiously sneaked across the floor. Then they quickly climbed the carpeted stairs leading to Ben's room. Once they were inside, Ben closed the door quietly. He flopped onto his bed, and coaxed the small puppy to come up beside him.

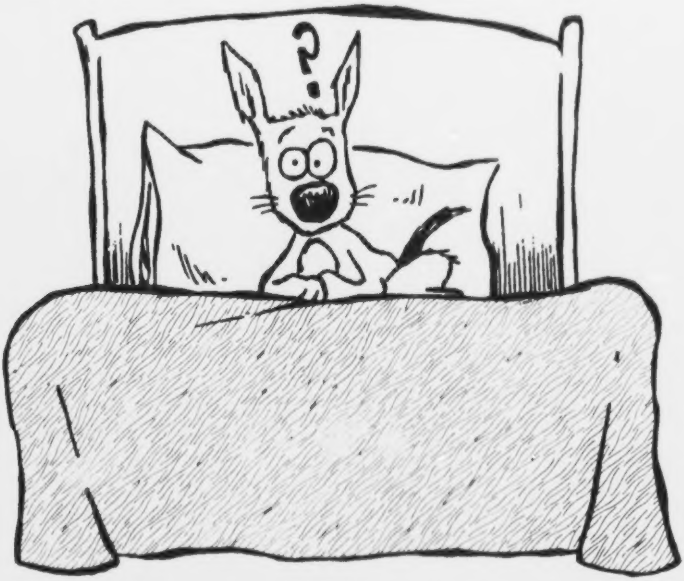


"Hans. That's a good German name. I'll call you Hans," Ben told his furry, little friend.

"Woof, woof!" Hans barked in agreement, and then cocked his head and looked curiously at Ben.

"Sssshhh!" Ben cautioned, "We can't let Mom and Dad know about you yet. Now stay here, and I'll go get us something to eat."

Hans' ears perked straight up, as he watched Ben open the door, slide out into the hallway, and close the door behind him.



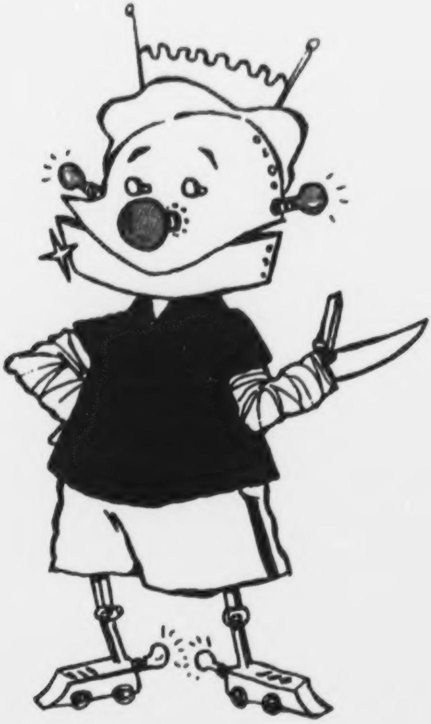
Ben knew he was already in hot water when he strolled into the kitchen where his mother was working at the counter.

"Benjamin Martin, just where have you been?" his mother demanded.

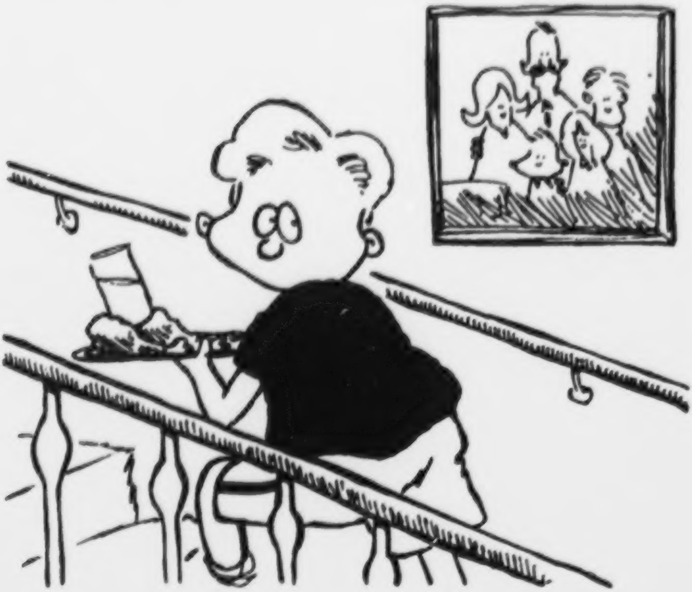
"I'm sorry I'm late, Mom. I guess I just lost track of time."

"Still daydreaming, are you? Your dad and I thought we had cleared that up."

"C'mon Mom, I'm not a programmable robot."



He opened the door to the refrigerator, grabbed the plate with the leftover chicken on it, and pulled out the milk. He poured some milk into a glass and headed out of the kitchen, food and drink in hand. He was halfway up the steps when his mother's voice rang out.



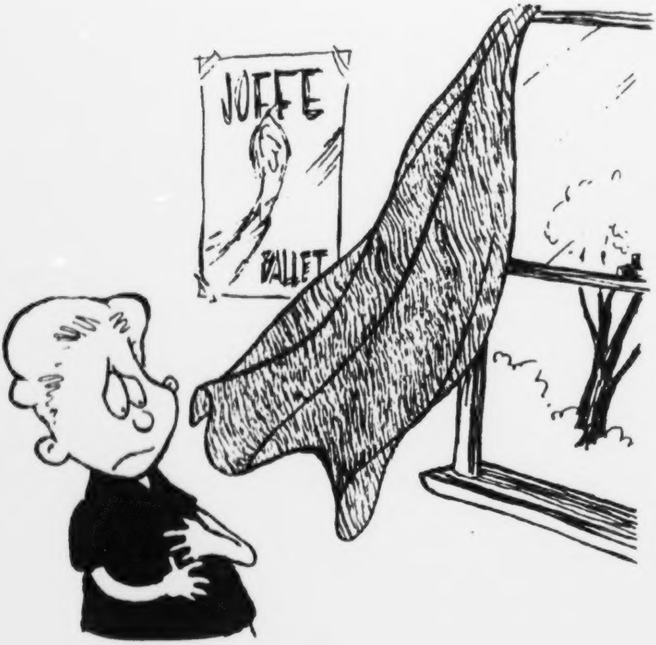
"Ben, didn't you forget something?" she called after him.

"I won't need a napkin, Mom. I'll be really careful," Ben replied, and slipped into his room.

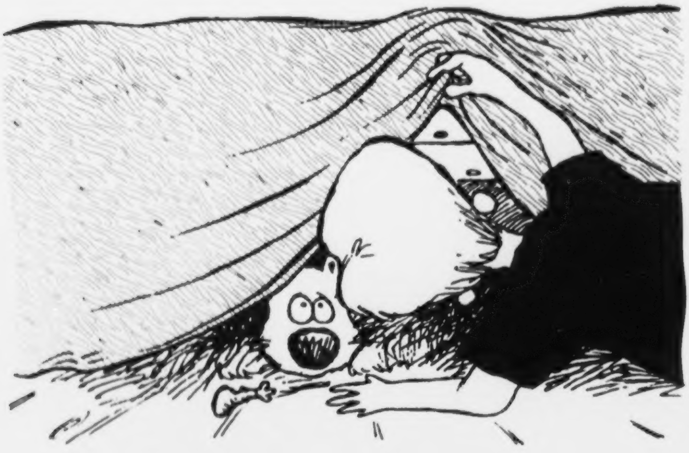
His mother just shook her head, put the milk container back into the fridge, and went back to making supper.

Ben closed the door, turned around, and set the plate of chicken on the floor.

Hans was not on the bed! Ben's eyes immediately shifted to the open window. "Oh no!" he thought, wishing he had shut the window before he had left the room. Sadly, he walked to the opening and looked out into the yard, hoping to spot his new-found playmate. Hans was nowhere in sight. Tears in his eyes, Ben turned from the window.



Suddenly, his eyes turned to the plate of chicken. He stared at the single drumstick on the plate, and a smile sneaked across his face. There had been two pieces of chicken, hadn't there? On hands and knees, he lifted his bedspread and looked underneath.

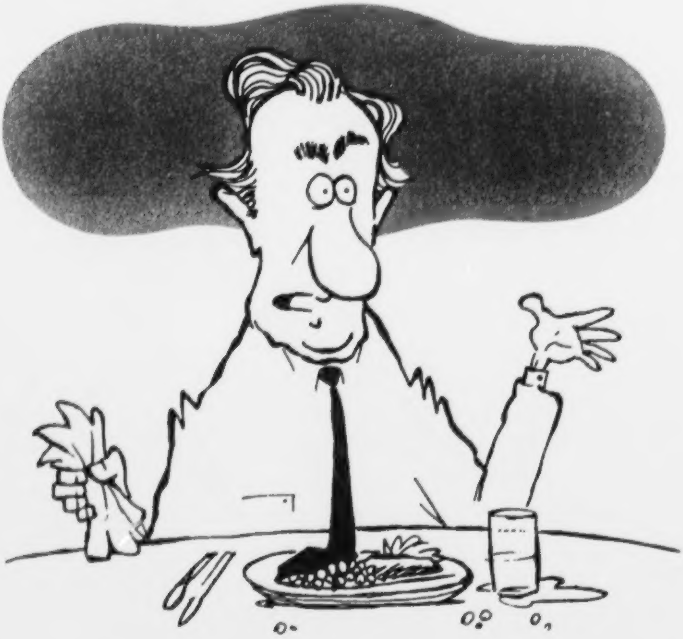


Hans' nose poked out playfully, and then turned back to the piece of chicken in front of him. Ben sat back, wiped his eyes cheerfully, and took a drink from his milk. Now, all he had to do was convince Mom and Dad to let Hans stay.

That night at supper, Ben ate slowly because he was trying to decide the best way to introduce Hans to his parents. They just had to let the dog stay; they just had to."Your mother tells me you were late again," his dad said, snapping Ben from his thoughts.

"Yes, sir, but not really late."

"Ben, don't you realize that you have to start being more responsible?"



Now was his chance, Ben thought. Responsibility was a good reason for keeping the Shepherd pup. Dad couldn't say no to that, could he?

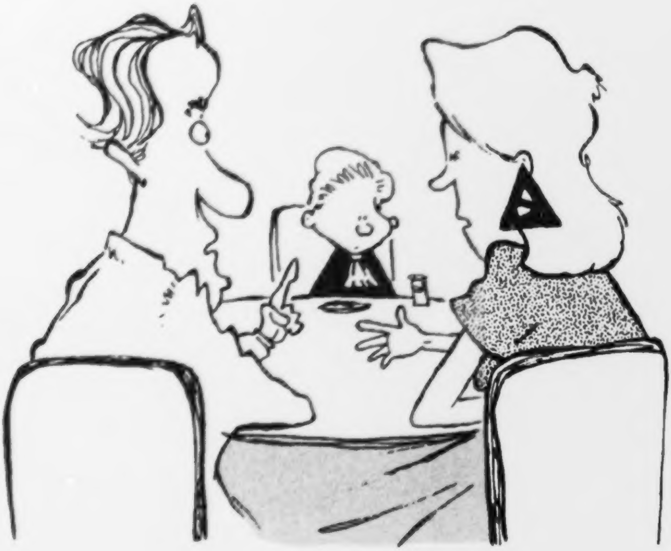
"I guess you're right Dad," Ben began. "Hey, what if I were to get a dog for a pet? Then I could learn to be more responsible, don't you think, Dad?"

"Sorry, son, but there's no way we could afford to buy a dog."

"Who says we need to buy one? There are free dogs all over. You never know when one's going to run out from under a car and trip you!"

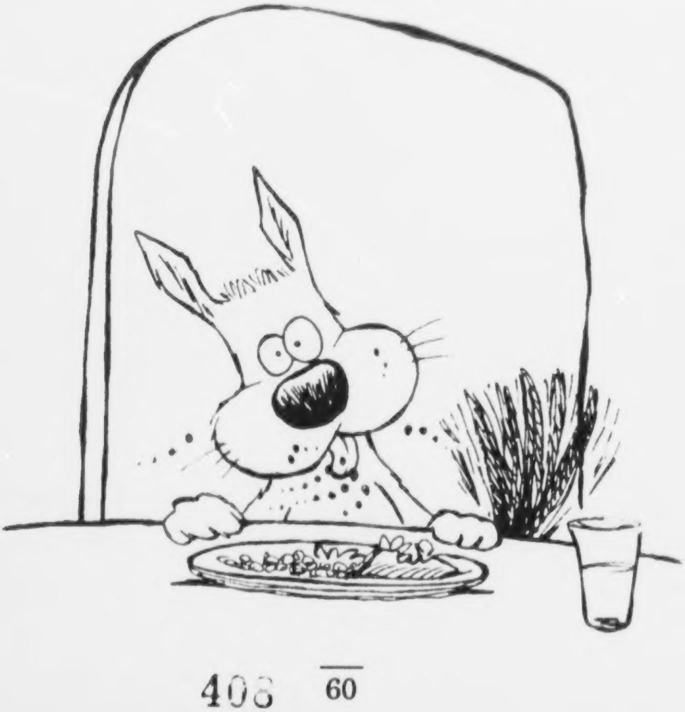
Mother joined in, "He's right, Ralph. The local pound always has lost dogs that nobody claims, and they give them away to good homes."

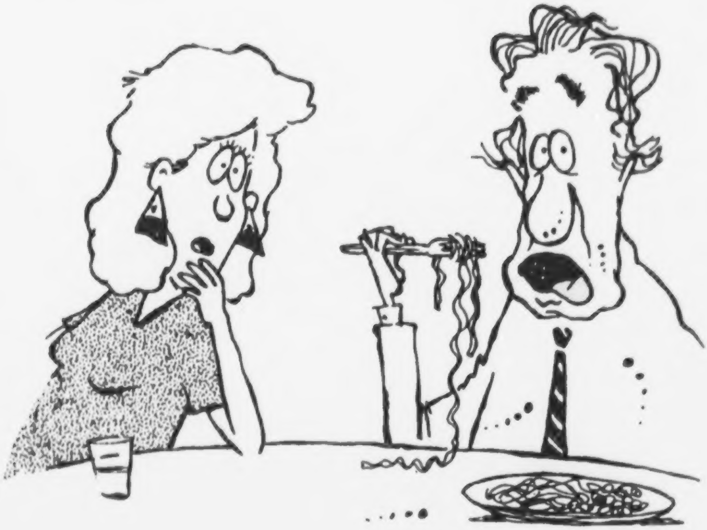
"I think Ben needs to concentrate more on his schoolwork and show us that he can handle more important responsibilities first."



Ben slowly walked from the kitchen, not bothering to excuse himself, and climbed the stairs. Then, an idea popped into his head. He would give his father a personal introduction to Hans, and with Mom on his side, he just might stand a chance of keeping the pup. He opened his door, and called for Hans. The pup needed no further encouragement, and he tore out from under the bed, ran past Ben, and then scooted down the stairs.

When Ben reached the kitchen, there was Hans standing on Ben's chair and eating from his plate. Oh boy! this was not what Ben had planned on.





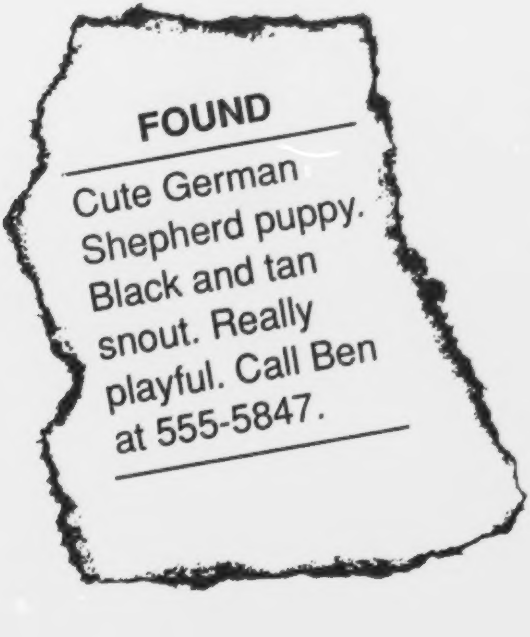
He looked at his mom's shocked expression, then glanced at his dad. Dad's fork was halfway between the plate and his mouth, the spaghetti about to slide off. Boy, Ben had botched up this introduction completely. He dropped his head; there was no way they would let him keep Hans now.

"Ben," his father began, "If you're going to have a dog, you need to feed him once in awhile."

Ben looked up. His dad was actually grinning, having got over the shock of Hans' arrival for dinner.

Ben explained how he had found, and made friends with, the puppy. His mom and dad decided that before Ben could keep Hans, he would have to put an ad in the lost and found section of the local newspaper. Then, if nobody claimed Hans after two weeks, Ben could keep him.

Two weeks passed quickly, and Ben was learning how much work it took to keep Hans as a playmate. He had to feed Hans twice a day, make sure the puppy always had fresh, clean water, take him for walks, and be responsible for cleaning up any messes Hans made. Hans was a lot of trouble, but Ben decided he was worth it.



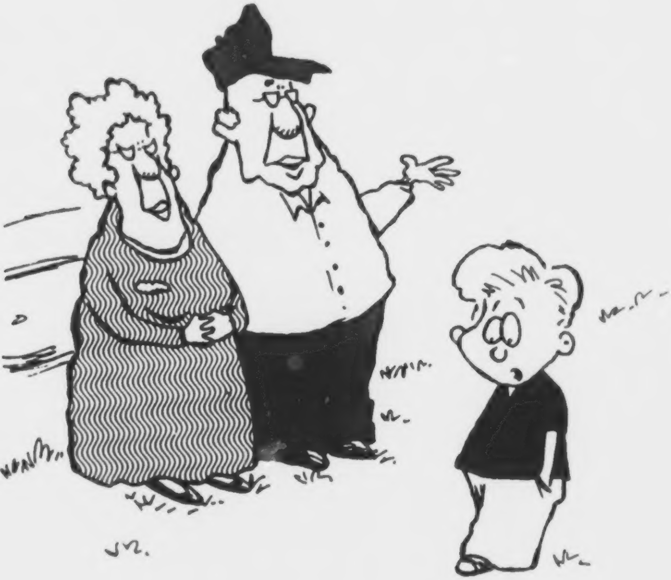
FOUND

Cute German Shepherd puppy. Black and tan snout. Really playful. Call Ben at 555-5847.

On the last day, while Ben and Hans were playing ball in the backyard, a car crept into the driveway. An older couple got out of the car and walked over to where Ben stood watching Hans chase the ball he'd just thrown.

"Good afternoon, young man," the man began. "Are you the one who ran the lost and found ad?"

Ben looked up, not wanting to answer, but managed, "Yes sir, I am. My name is Ben, and that's Hans. He's the pup."



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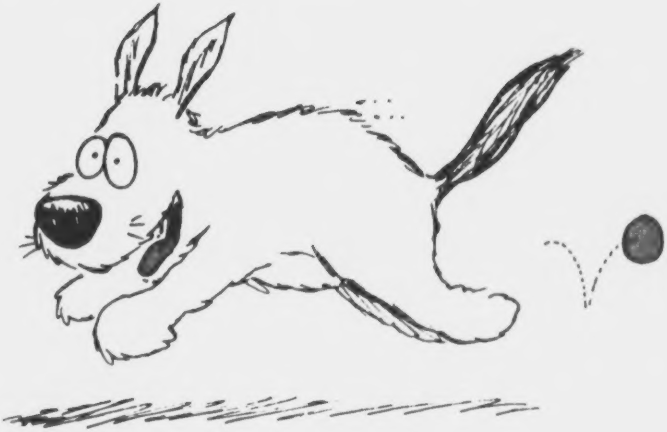


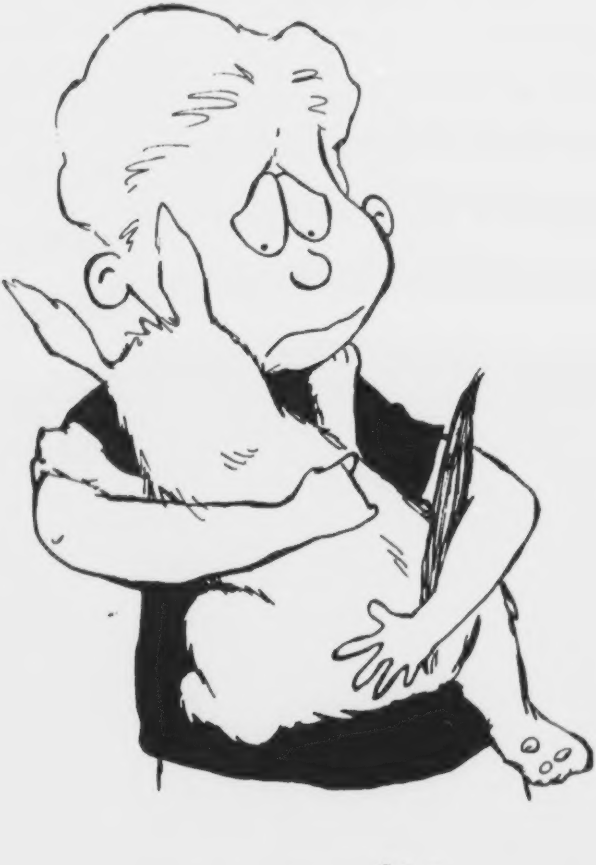
Once Hans noticed the man and the woman, he let the ball roll under the bushes and ran over to them with his tail wagging.

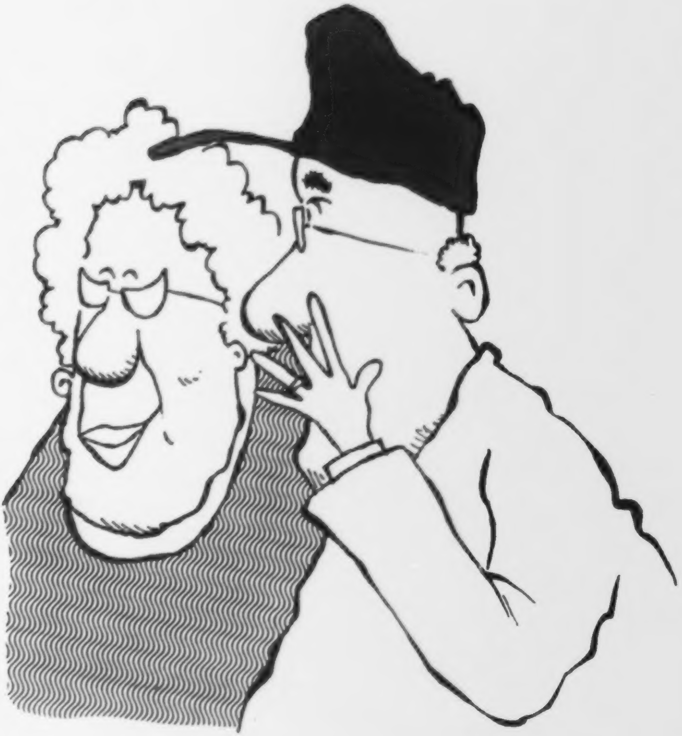
"Hans, what a cute name," the woman remarked as she bent down to stroke the puppy's head. "He seems to be very fond of you. Are you sure he's lost?"

"Oh yes, ma'am," Ben answered, as tears began to crowd his eyes, and make his throat feel tight. Hans was acting like he knew these people! "I found him up town about two weeks ago, and he followed me home. Dad said I could keep him if no one claimed him after two weeks." Ben couldn't resist calling the pup. When he did, Hans bounced over and Ben put his arms around the dog's neck while Hans licked his cheek.

"Why the little guy acts as if he's known you all his life," the man said, giving Ben a concerned look.

"We've become pretty good friends. I'd hate to lose him." Ben noticed that his voice sounded shaky because he was trying so hard to hold back his tears.

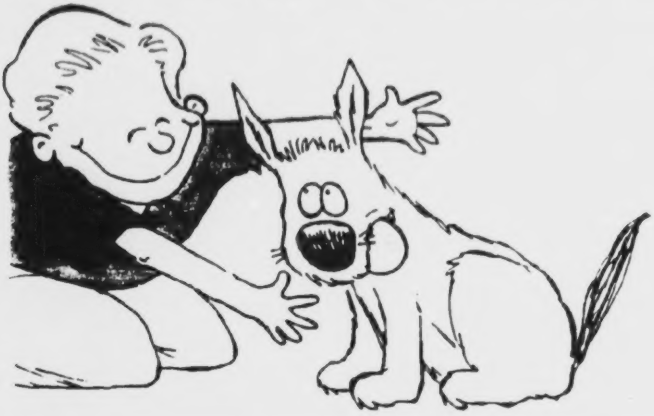




The man glanced at his wife and then moved closer to her and whispered something in her ear. When he turned back to Ben he said "Well don't worry, I'm sure you won't."

The woman smiled, even though she looked a little sad. Then she added "Yes, we had hoped he might be the dog we lost, but he's much more playful than the one we had."

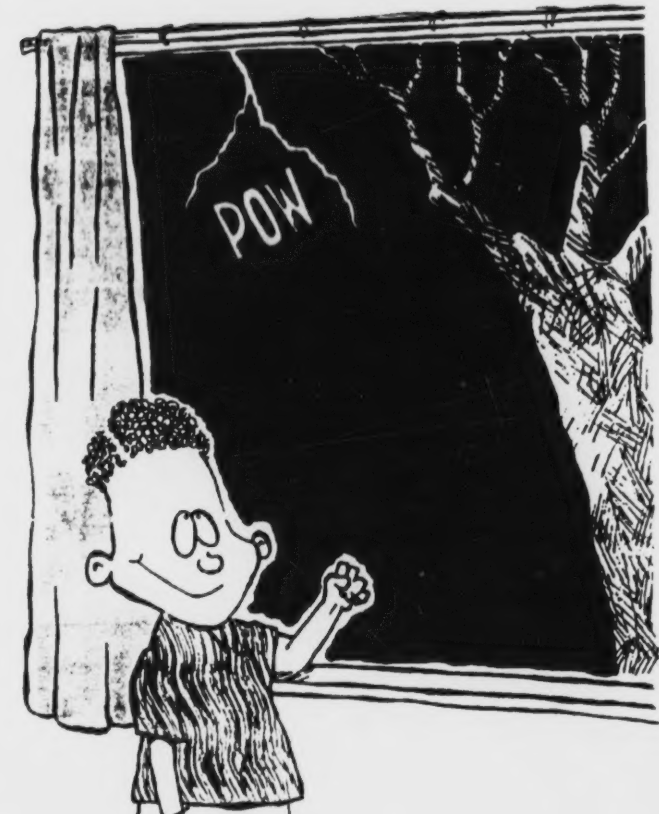
With that, the two said good-bye and turned and walked to their car. Ben watched as they backed out and drove off. Then Hans broke the silence with a loud bark and ran off to find the ball they had both forgotten about. When Hans brought the ball back and dropped it at Ben's feet, Ben reached down to hug and kiss his furry friend.



Things to do *after* reading the story

Do you think Hans was really the puppy the older couple had lost? If he was, why didn't they take him home with them?

As you read the story, you probably noticed that Hans cheers Ben up, but he also does something else for Ben. Together, talk about how having Hans as a playmate causes Ben to change his behavior. How do you think Ben is different at the end of the story?


POW

Friday Night Frights

by Winston Munn

Things to do *before* reading the story

A "fright" is something that scares you. Before you read the story, talk about things you think are scary. Do grown-ups ever get scared? Ask Mom or Dad what things they think are scary.

Ladd Thomas puffed his breath against the cool glass, making a foggy circle, then drew a face: the face of a bent-nosed, scraggly-haired witch.

It wasn't fair, he thought. Grown-ups shouldn't get to boss kids around. He was ten-and-a-half—old enough to decide for himself.

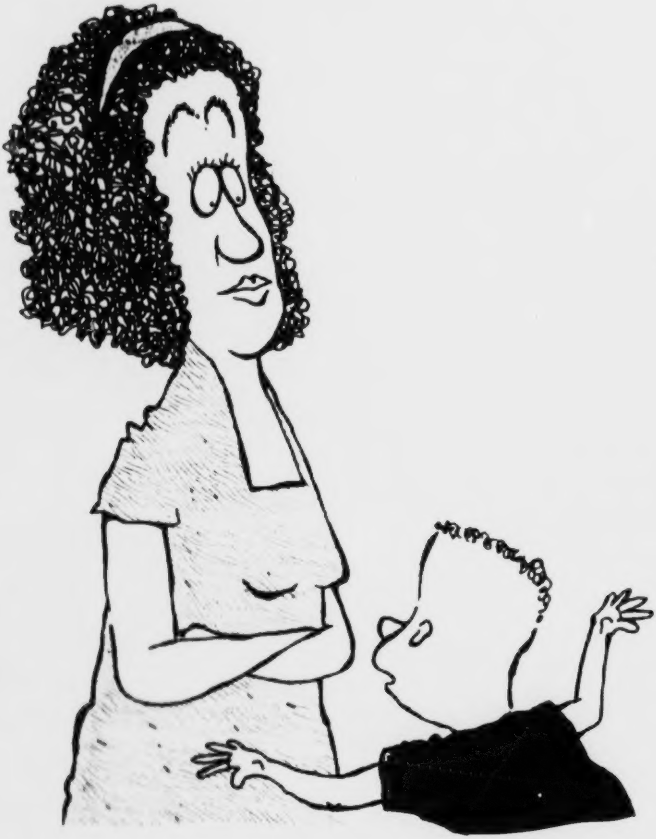
Crack!

Ladd blinked, as a bolt of lightning lit the night sky. Seconds later came a grumbling roar. Just outside the picture window, the wind swirled in the oak tree and made the branches wave, as if they were alive. Ladd twisted around. "See, Mom, it's perfect."

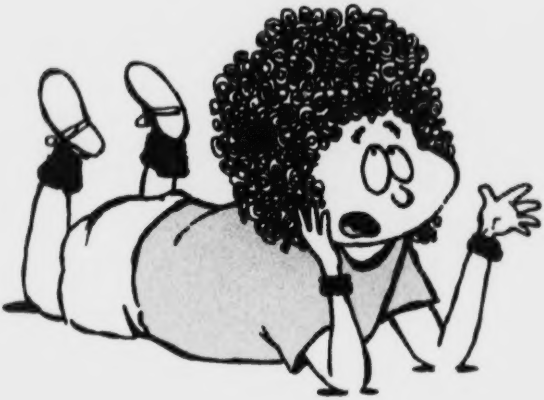
"I said no." His mother turned to Ladd's cousin Billy. "What would your mother say if she found out?"

"She won't mind, Aunt Lilly. She always lets me watch Friday Night Frights."

Ladd's mother sighed. Her eyebrows formed two half-moons. "I don't know."



"Please, Mom." Heather lay on the carpet, resting on her elbows. She arched backwards as she pled with her mother. "We won't wake you up this time. Honest."



"Not her, Mom. Just me and Billy," said Ladd.

"If you get to stay up, so does she," said Mom.

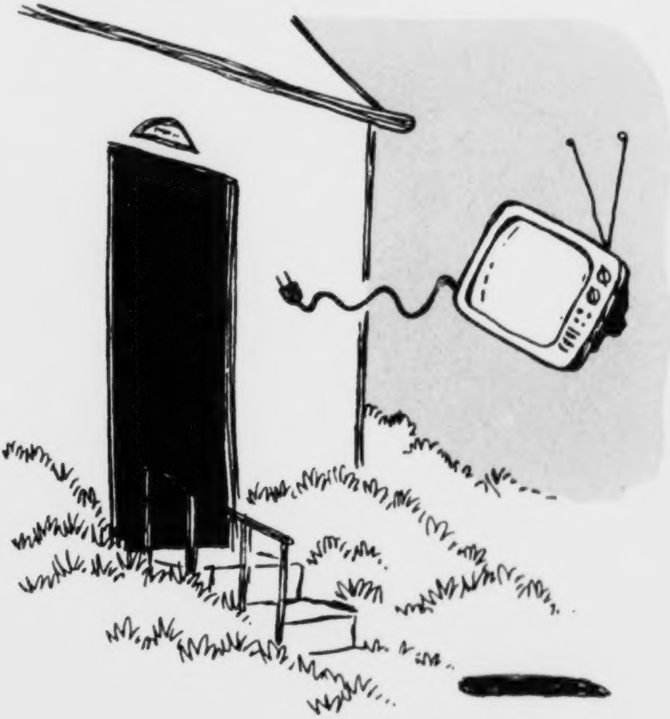
"But it was her fault last time!"

"Was not!"

"Enough!" said Mom. She glanced at each of the three children. She still didn't look too certain.

"Please," said Heather.

"Well . . . I guess it won't hurt. But I have to work tomorrow. If you wake me up this time, I'll throw the TV out for good!" Mom's eyebrows crunched together.



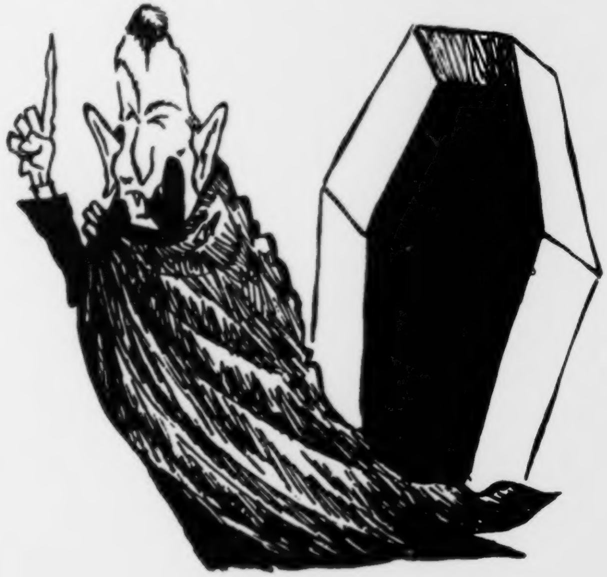
Mom eyed each of them, then headed for bed.

The kids ran into the bedroom, dragged three fluffy pillows back into the living room and tossed them side-by-side on the floor.

"Turn out the lights. That'll make it even scarier," said Billy.

The bluish-green glow from the television cast long, flickering shadows on the walls. Ladd lay on the floor, with Heather and Billy on either side. The clock on the VCR blinked away the minutes. It was time.

On the television screen, black iron gates swung slowly open. Count Dorian stepped from his coffin, his black cape swirling around him like smoke. His face was the color of the full moon. "Don't go to sleep," he whispered. "The night has awakened. Don't go to sleep, or it will creep up on you." He laughed. Then a white fog swirled around Count Dorian and completely covered the screen.

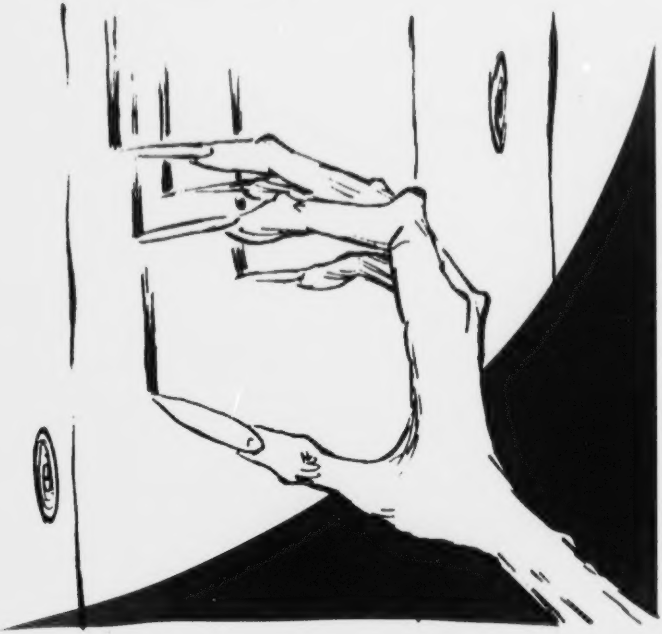


"This is great," whispered Ladd.

Ladd felt Heather squeeze closer. He rammed his elbow into her ribs. "Move over. Don't be such a baby."

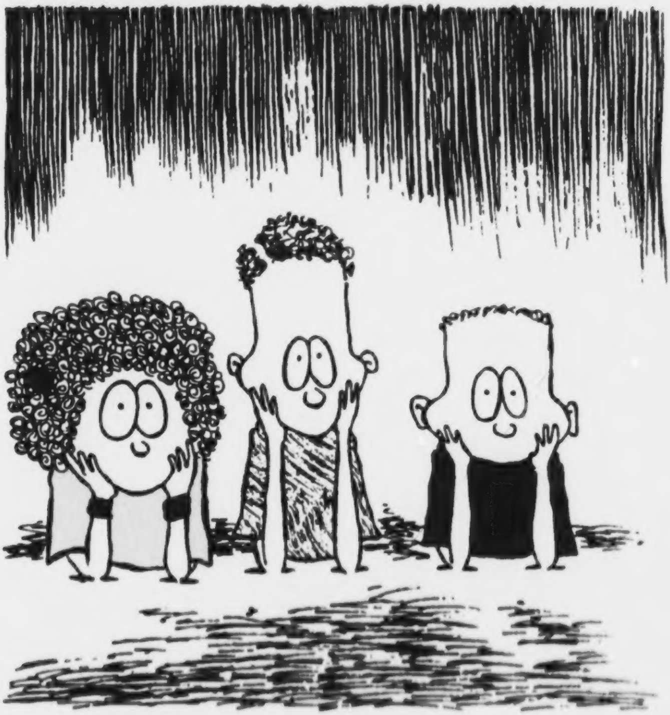
She pretended not to hear and braced her chin in her hands.

Then the movie began; a couple were spending their honeymoon in an isolated cottage. A sound roused them from a deep sleep. The camera zoomed in on a gray, rotting hand. Long, gnarled, dirt-filled fingernails raked the wood on the side of the honeymoon cottage.



Scre-e-e-ch. Scra-a-ape.

"What was that?" Heather whispered.



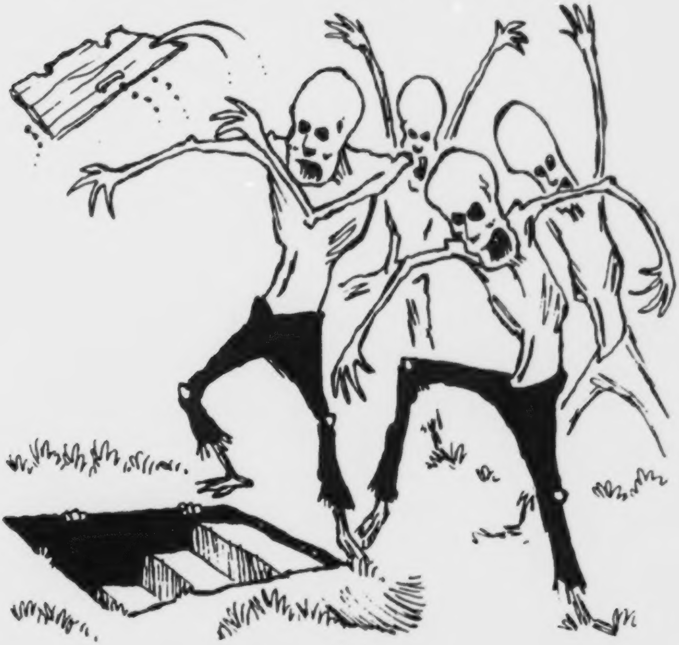
Ladd's pulse pounded in his temples, and goose bumps covered his arms. The noise didn't come from the television. It had come from outside!

Ladd heard Billy suck in a quick breath through his teeth. He'd heard it, too!

"Maybe it's a zombie, trying to get in," Heather whispered. "Want me to get Mom?"

"NO!" Ladd whispered back. "It was nothing. Forget it." He tried to convince himself, but the fluttering in his stomach wouldn't stop. "Shut up and watch the movie."

By now, the ghouls had found the cellar door. They swarmed around it and pulled it open.



Gro-o-o-an. Cre-a-a-k. Pop.

"What was that?" Billy's voice was squeaky and strained. His face was white.

This time, the strange noise had come from the back of the house. Ladd's heart stopped, then beat double-time to catch up. "I don't know."

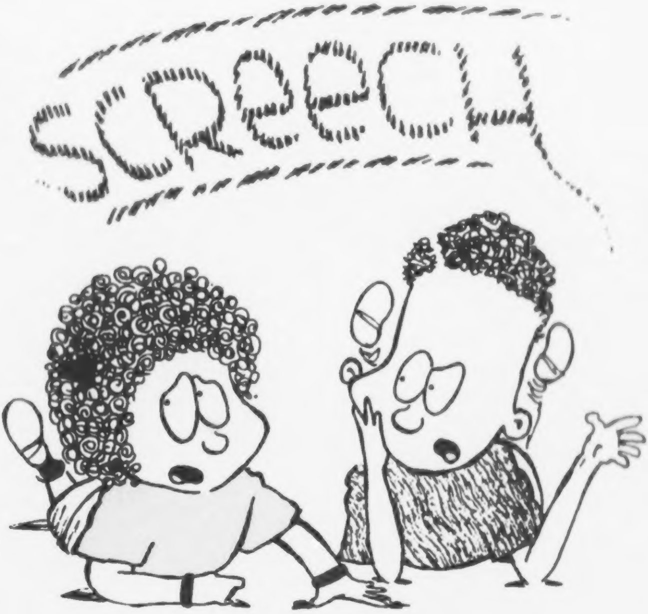
"Zombies," Heather whispered. "I'll get Mom."

"NO!" Ladd threw his leg across Heather's back, pinning her down. "Don't wake her up."

Heather tried to twist away. "But I'm scared."

"Don't be such a baby. There's no such thing as zomb..."

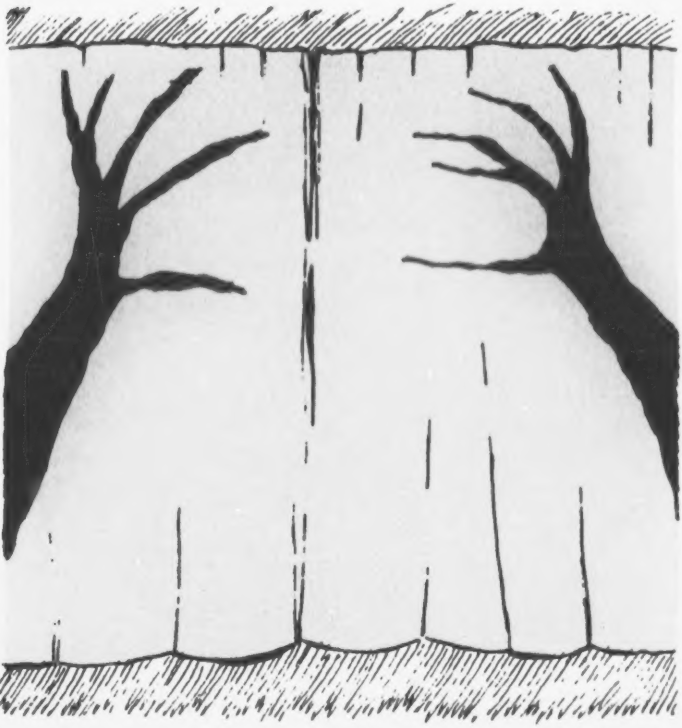
Scre-e-e-ch. Scra-a-a-pe.



Ladd's heart stopped. Something was trying to get in through the picture window! He turned toward the sound.

Crack!

Lightning exploded across the sky. Behind the drapes, like a vision out of a nightmare, long shadowy arms reached for the window. Stick-like fingers touched the glass, screeching eerily as they raked against the pane. From the apparition came a moan, almost like the wind.



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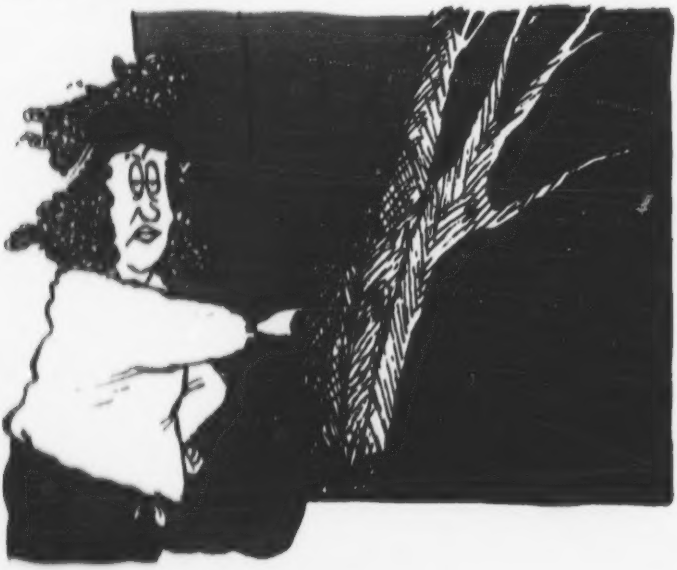
Heather screamed.

Billy ducked his head under his pillow.

The blood drained from Ladd's face. "Mom!" he screamed. "M-O-M!"

Later, Ladd lay in bed, watching the dim flicker of lightning against the venetian blinds. Above him, the springs squeaked as Billy rolled over in the bunk bed.

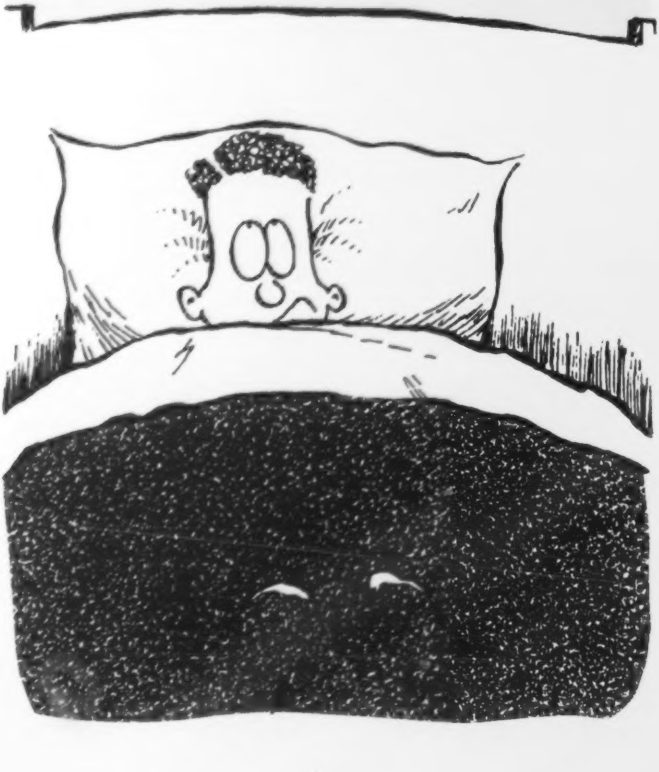
The sound reminded Ladd of the bony hand. When Mom had stumbled sleepily into the front room, he'd only been able to point at the drapes. She'd yanked back the drapes and shown them that the "zombie" was the limb of the oak tree, brushing against the window. Then she'd ordered them all to bed.



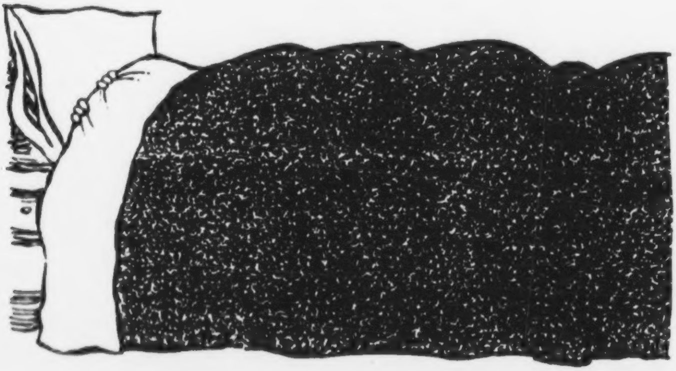
But the worst part was when she flicked off the TV and told them it would be two weeks before they could turn it back on.

Thanks a lot, Billy. You, too, Heather, thought Ladd. If you hadn't been such chickens we'd still be watching Friday Night Frights.

Ladd sighed. Of course, they weren't the only ones who had been scared.



Outside, thunder rumbled nearby. A fresh breeze stirred the trees. Ladd thought about the eerie scratching sounds and his heart skipped. Don't be dumb, he thought. There's no such thing as zombies. But as he drifted off to sleep, he pulled the blanket over his head. It never hurt to be careful, just in case!



Things to do *after* reading the story

The "zombie" that scared Ladd, Billy, and Heather turned out to be just the branch of an old oak tree. Can you think of another ending for this story? Begin at the point where the movie starts and rewrite the story's ending.

We hope you have had fun with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten.

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities.

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening.

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents who want to encourage their children to read. Offers several practical activities for parents.

Creating Readers and Writers, by Susan Mandel Glazer. Suggests parents (1) encourage the use of language, (2) build positive attitudes toward reading, writing, and speaking, and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups.

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve a wide range of adolescents' needs.

Your Child's Vision Is Important, by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties.

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Stories for Children and Parents:

1. Make the story fun for children—your primary audience. The adult reading along will enjoy the story if the child does.
2. Make sure that your story is acceptable to parents. We do not want parents to reject the story because it is inappropriate for their children. Writing a story that is interesting to children and at the same time pleasing to parents is a big challenge.
3. Your story should be no longer than eight double-spaced pages with one-inch margins.
4. Correct grammar and syntax are important. For the most part, we choose to model correct standard English.
5. Be careful about the vocabulary you use in your story. Rule out really long and difficult-to-pronounce words.
6. Make your stories gender inclusive. Do not use sexist terminology or ideas. Our stories must be interesting to both boys and girls.
7. You may illustrate your own story, but the illustrations must be line drawings in pen and ink only. The drawings must be able to be scanned, so too much detail will not work.
8. Stories that have action and dialogue work well for the audio portion of the magazine.

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1. Articles should contain practical information and helpful strategies. Anecdotes and other experiences modeling useful learning methods are particularly desirable.
2. Your article should be no longer than four double-spaced pages with one-inch margins.

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Expanding Your Child's Vocabulary
Learning about the Lives of Famous People
Special Needs of Special Children
Reading Aloud
Learning to Think Critically
Going Places
Facing Loss and Grief
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Parents and Children Together

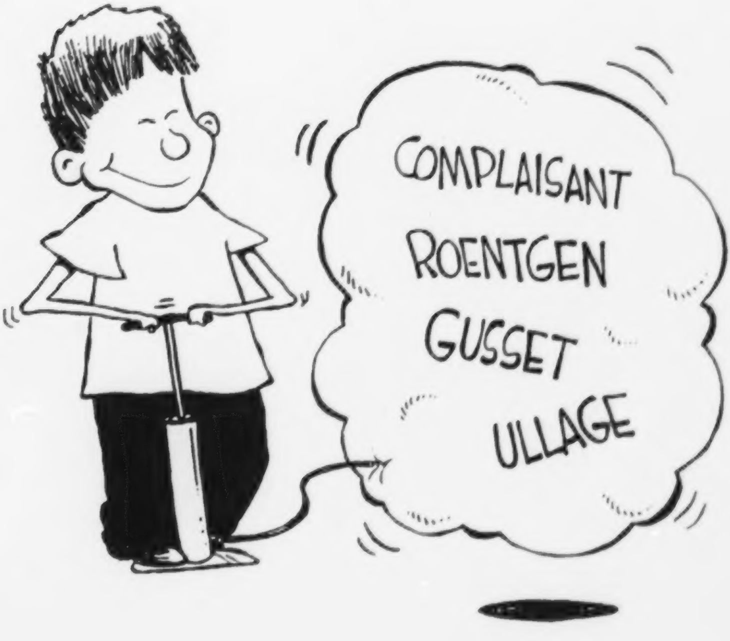
Expanding Your Child's Vocabulary

ALTRUISTIC
VENERABLE

Read-along Stories:

Gummi Bears
Andy's Choice
Heart Song

This booklet has a companion audio tape on "Expanding Your Child's Vocabulary." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.



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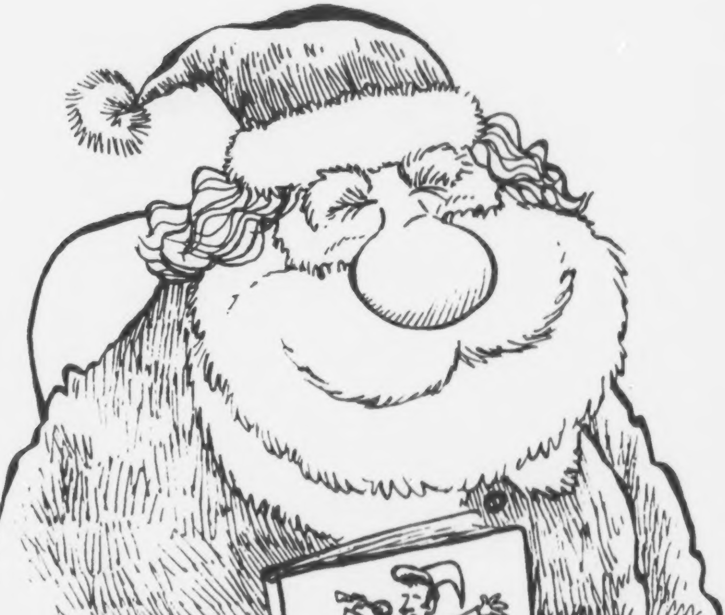
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Getting Started

Welcome to this issue of *Parents and Children Together*. Everyone needs to communicate, and how well we communicate depends upon the strength of our vocabulary. This issue focuses on vocabulary development and on how you as a parent can help your children learn and understand new words.

On side B of the tape (and in the second half of the booklet) are two read-along stories and a poem. We encourage you to listen to these stories and to read them with your children, so that they can participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.

Expanding Your Child's Vocabulary

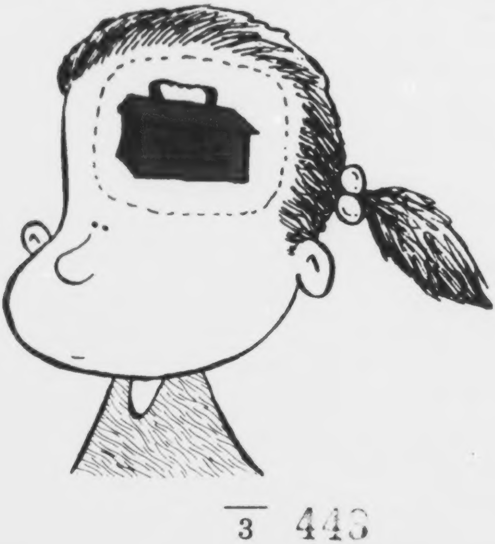
Have you noticed that you never tire of hearing some words, while other words and phrases begin to irritate you? We always like to hear "You're doing a great job!" or "I love you." Those phrases seem to carry new meaning each time they are spoken.

But then there are other words which bore us because they are used endlessly and without real meaning. The word "neat" especially bothers me: "That's a neat dress. She's a neat person. Isn't that a neat car? What a neat idea!" The use of "neat" in all these cases shows either lazy thinking or a lack of vocabulary. These statements indicate some vague appreciation but nothing more. Is the dress "neat" because you like the color, because its design fascinates you, or because it flatters the figure of the wearer? I don't know. If you expand your vocabulary, perhaps I will understand why you think that dress is special.

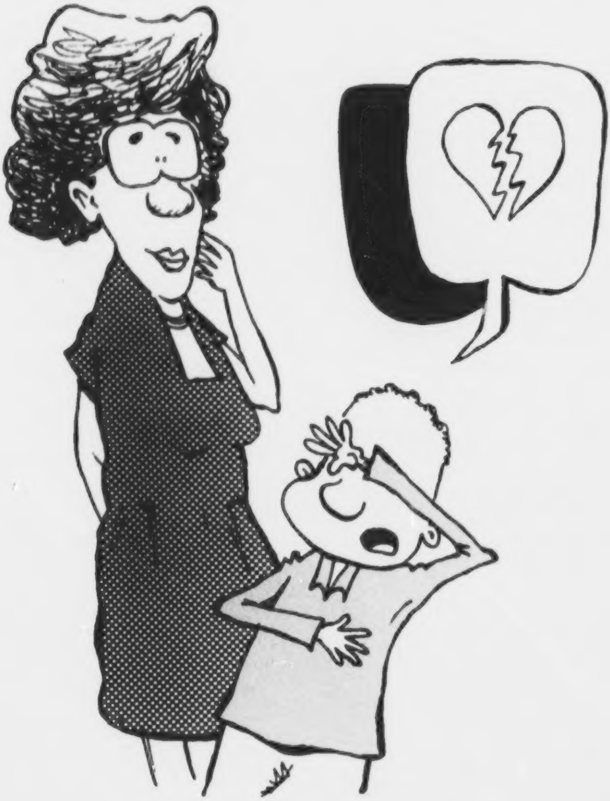
What Is a Good Vocabulary and Why Does My Child Need One?

A vocabulary is a sort of mental tool chest which we use to communicate our ideas and feelings to other people. Someone who has the verbal equivalent of a saw, a pair of pliers, and a screwdriver in her mental tool chest can accomplish a lot more with words than someone who has only a hammer. The more words a person has at her fingertips, the more precise she can be in expressing her ideas. At school and in the world of work, our ability to present our ideas clearly is a key element of successful performance. By helping her improve her vocabulary, you can

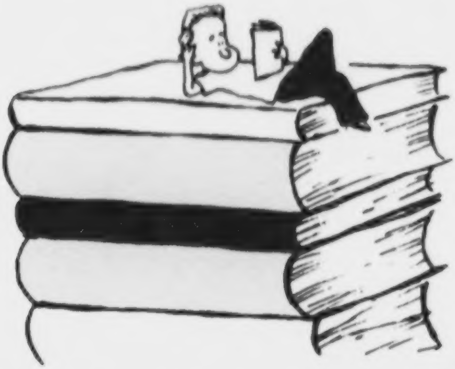
- improve your child's success at school
- boost your child's IQ
- increase your child's future job opportunities



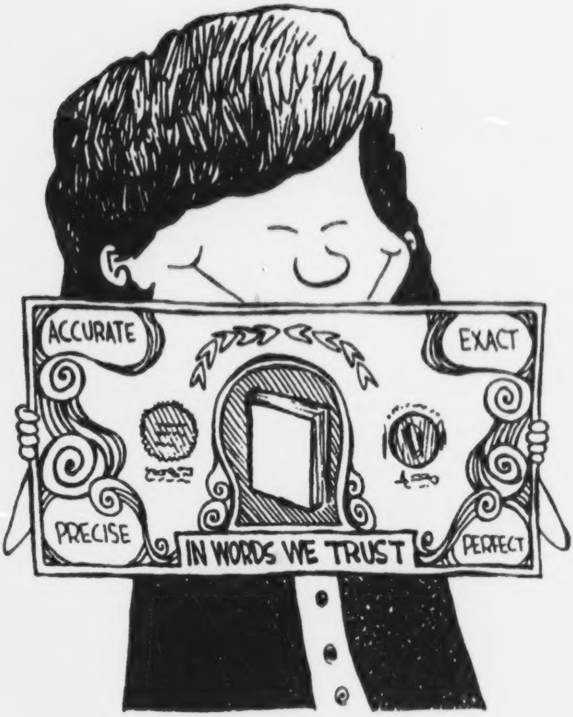
Because words give people control over a world full of information, expanding their vocabulary helps children gain better control over their school subjects and over their home life. Developing a good vocabulary helps children become more capable of articulating their questions about math problems at school, and it helps them become more comfortable talking about their deeper feelings at home with Mom or Dad.



Most of us see the range and depth of someone else's vocabulary as a sure clue about that person's intelligence. In fact, when I was younger I figured people who were really smart (my second-grade teacher, for instance) had probably read the dictionary from cover to cover. Now I know that people don't usually develop a rich vocabulary from trying to read the dictionary with the same enthusiasm they would give to an adventure or romance novel. People sharpen their vocabulary skills by reading lots of different books (yes, these include adventures and romances) which excite their interest. The single most effective thing a parent can do to expand his child's vocabulary is to read with his child and to encourage his child's interest in a variety of books. Talking with him about what he is reading will enable you to help your child relate new words to old ones with which he is already familiar. That's how our vocabularies grow.



Developing a rich vocabulary won't just help your child during her school years. In our increasingly information-oriented society, our ability to present our ideas clearly makes us more competitive in a tight job market. Well chosen words are the currency your child will use to participate in the information marketplace. In a certain sense, word power is becoming an index of an individual's buying power. For instance, a recent study of business managers revealed that people with high-paying jobs also had very well-developed vocabularies.



What Parents Can Do

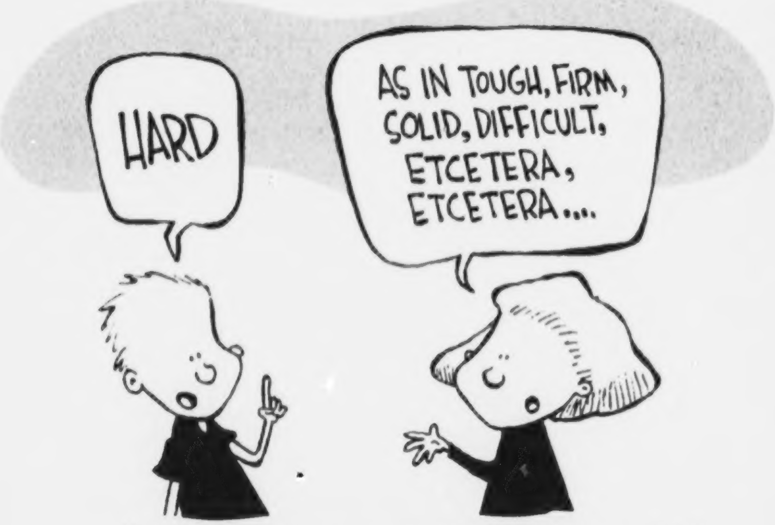
You can help your child expand his vocabulary by showing him how new words relate to those with which he is already familiar. You can show him words that are similar, words that sound alike, words that look alike, and words with opposite meanings. Helping your child identify and understand these relationships is one way to expand his vocabulary.

For instance, synonyms are words that have the same meaning. Like members of the same family who all have the same last name, synonyms are related to one another because they share the same "source" or meaning.

How many synonyms can you think of for the word "angry?"

mad
put-out
peeved
livid
enraged
annoyed
steamed
exasperated
irate
fit to be tied
upset
vexed
irritated
hot under the collar

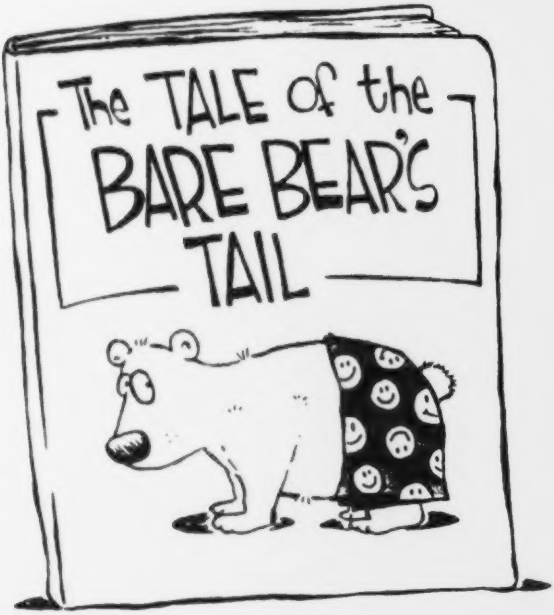
You could probably come up with a few more if you think about it, or if you consult a book called a synonym finder or a thesaurus.


HARD
AS IN TOUGH, FIRM, SOLID, DIFFICULT, ETCETERA, ETCETERA....

Searching for synonyms will help your child expand her vocabulary because it encourages her to experiment with several different ways of expressing the same idea or emotion. "Looking for Synonyms" is a word game you can play almost anywhere—you and your child can play it while you are waiting for a doctor's appointment or running errands in the car, or cooking dinner in your own kitchen.

You can make it easy to play this game by starting a stack of word cards. (Use 3" x 5" cards or some old business cards.) Write one word on each card. When you find a few spare minutes, you or your child can draw a card and then take turns finding synonyms for the selected word. Don't worry about finding words you think your child needs to know. Be satisfied to show her that expanding her vocabulary can be fun.

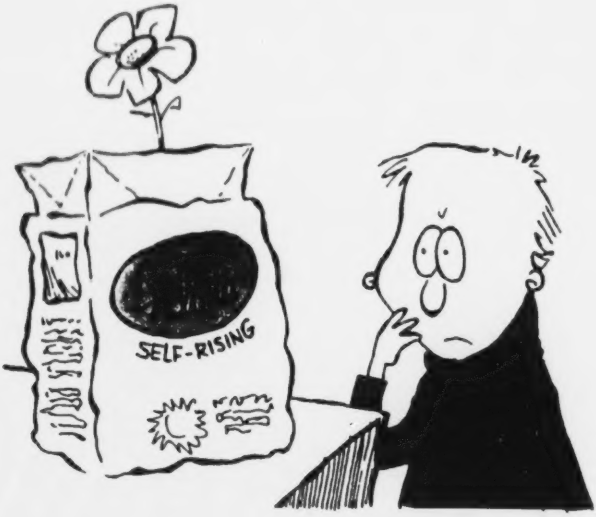
Like synonyms, homophones are also related to one another because they are similar. Have you ever known two brothers or sisters who sound just alike when you talk to them on the telephone? Homophones are like two brothers who can trick you because they sound nearly identical but aren't really the same person. Homophones sound identical but they don't look alike or mean the same thing. Do you remember when you struggled over the spelling of words like tale and tail? Did you worry about which spelling to use when you wrote about accidentally closing the door on your cat's tail or when you wrote about a fairy tale?



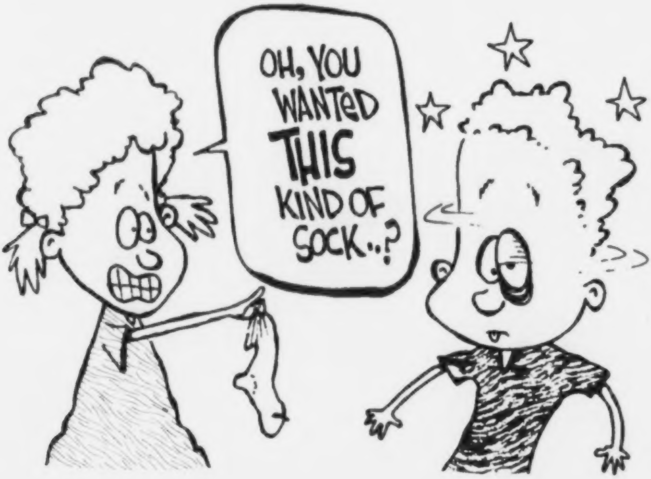
Ask your child to come up with homophones for the following words and then discuss the different spellings and meanings of these words which sound the same:

✧ TO	too, two
✧ ATE	eight
✧ FLOWER	flour
✧ PEACE	piece
✧ TAIL	tale
✧ OUR	hour
✧ BERRY	bury

Can you think of any other words which sound alike but have different meanings?



We've talked about how synonyms are words that have similar meanings and homophones are words that have the same sound. There is one more group of words related to one another on the basis of their "alikeness." They are called homonyms. Homonyms look and sound alike, but have different meanings depending on their context.


OH, YOU WANTED THIS KIND OF SOCK..?

Like twins, two homonyms appear to be the same word because they look and sound exactly alike even though they are really different. Discussing homonyms with your child is a great way to clue him into the idea that he can often guess at the meaning of an unfamiliar word by thinking about its context. Homonyms are words which have multiple uses. How they are used in a sentence determines their meaning. Think about how context determines the meaning of the following homonyms:

The mama ***BEAR*** hugged her cub.

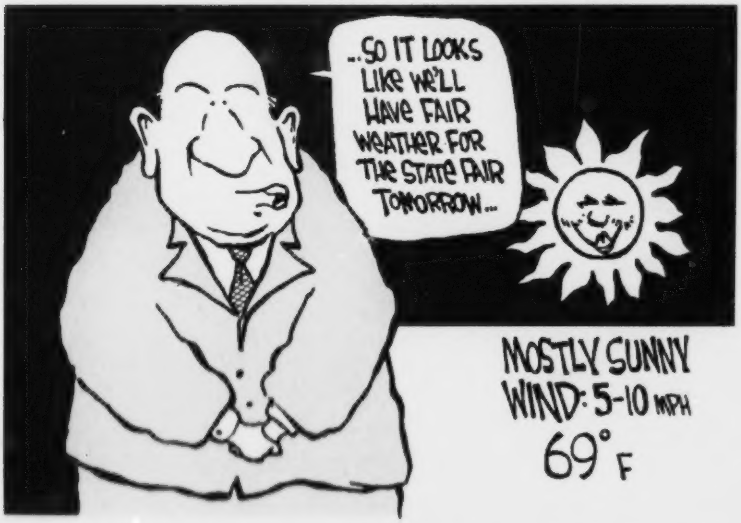
That baby's mother cannot ***BEAR*** to see him cry.

Both of these sentences say something about mothers and their babies. However, in the first sentence, the word bear is used as a noun and refers to an animal, and in the second sentence, it is used as a verb which means to tolerate.

Here is another example:

Farmers display animals at the state ***FAIR***.

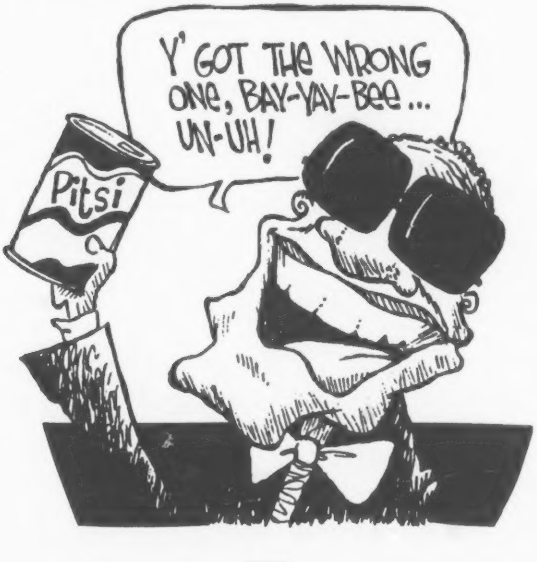
The weather man predicted ***FAIR*** weather.

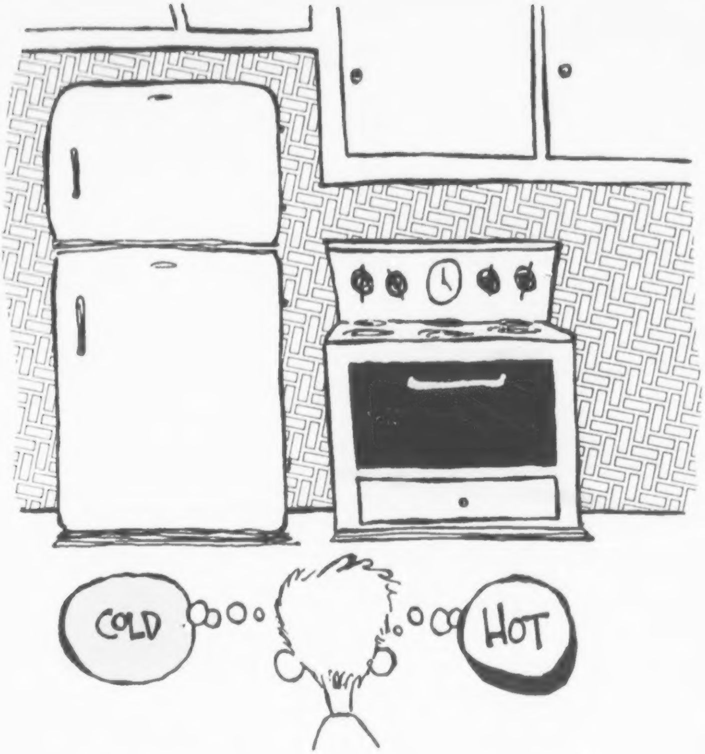

...SO IT LOOKS LIKE WE'LL HAVE FAIR WEATHER FOR THE STATE FAIR TOMORROW...
MOSTLY SUNNY
WIND: 5-10 MPH
69° F

In the first sentence, fair refers to an event, to a meeting place. In the second, the word fair indicates something about the condition of our atmosphere. You can find examples of homonyms in newspapers, magazines, and on television.

You can also use newspapers, magazines, and television to search for words that have opposite meanings. Antonyms are related to one another by means of contrast. You've heard about the legendary feud between the Hatfields and McCoys? Antonyms are sort of like members of different families who don't get along because one of them always says and means exactly the opposite of the other.

You and your child can have a good time finding and substituting antonyms for words in television or magazine advertisements. For instance, your child might focus in on a current ad and change the caption "You've got the right one, baby. Uh huh!" to "You've got the wrong one, baby. Un uh!" The fun begins when you change the rest of the ad to match your new headline.


Y' GOT THE WRONG ONE, BAY-YAY-BEE... UN-UH!
Pitsi



Children first learn antonyms when they learn that “up” is the opposite of “down”; “hot” is the opposite of “cold.” From their earliest years, children enjoy playing with opposites (happy/sad, bright/dark, little/big, and so on). Exploring relationships of similarity and contrast is a way for children to relate a new word to one with which they are already familiar. Of course, the dictionary will help children discover synonyms, homophones, homonyms, and antonyms for these words.

As your child encounters unfamiliar words, you can help her incorporate them into her vocabulary by exploring the word relationships we've just talked about. One good way to do this is to help your child build word maps which show her where the new word fits into her current vocabulary. Here's how to make a word map:

Definition

(verb) to put in the ground and cover with dirt, or to cover in order to conceal from sight

Example

Fluffy wants to bury her bone so she can chew on it later.

Homonyms

none

BURY

Homophones

berry

Synonyms

cover

inter

hide

conceal

Antonyms

uncover

dig up

show

reveal

You can help your child expand her vocabulary by encouraging her curiosity about unfamiliar words. Suggest that she keep a list of these words. If you set up a "strange word list" in some prominent place in the house, guessing at and discussing the meanings of new words might become a family game. For instance, using magnets to stick a long piece of blank paper to the side of the refrigerator would do the trick. Let your child give this big piece of paper a title she finds descriptive (Julie's Weird Word List, Billy's Unusual Words, Words You May Not Have Met Yet). You and your child can write a new weird word on the sheet each time you pass the refrigerator. When you are together, try to use the words in a sentence to show that you know what the word means. Use a dictionary to settle disagreements.

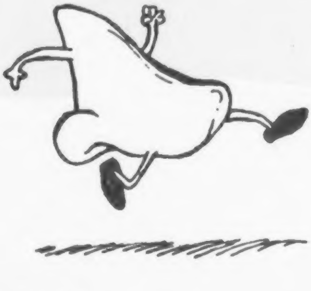
You can adapt all of these vocabulary-expanding techniques to your own child's age level and experience. When new words come up in conversation or when you and your child are reading books together, let your child know that developing a good vocabulary (and getting "smarter" in the process) is just a natural part of growing up.

Activities for Fun and Learning

Games, riddles, and books, are enjoyable ways for children to enhance and expand their vocabularies. Try one of the following activities to share with your child.

Laughable Lingo

❖ A fun way for children to learn or review homophones (sound-alike words) is to read one or more of the following books by Fred Gwynne: *A Chocolate Moose for Dinner, The King Who Rained, A Little Pigeon Toad, The Sixteen Hand Horse* (Simon and Schuster). These books illustrate some funny images a child envisions when hearing her parents talk. For example:

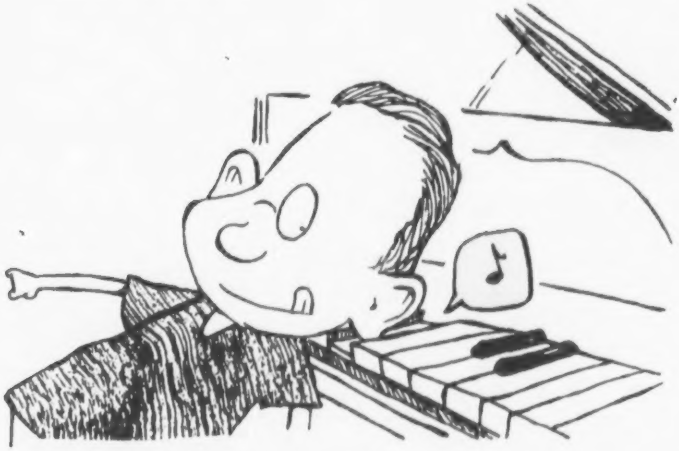


"a running nose"

"playing the piano *by ear*"

"three *feet* in a *yard*"

"*flush* a pheasant"



Help your child think of some more, and draw pictures to match.

Comical Combos

- ❖ Many compound nouns (like sugar bowl, jelly roll, or bicycle shop) can be used comically as subjects and verbs. Using the second noun as a verb evokes amusing images. Try singing this song to the tune of "Ach Du Lieber Augustin" (listen to the audio cassette for the tune):

Have you ever seen a porch swing, *a* porch swing, *a*
porch swing,
Have you ever seen a porch swing, *now you tell me*
one.

Have you ever seen a ___ ___, a ___ ___, a ___ ___,
Have you ever seen a ___ ___, now you tell me one.

baseball bat
sugar bowl
jelly roll

bicycle shop
cake walk
fireside chat

IS IT WARM IN HERE? I'M BURNIN' UP! HEY! WHO FORGOT TO OPEN THE FLUE?

Word Chains

- Help your child construct word chains using compound words. A compound word is one word made up of two words, like sunburn. In this activity, the last word in the compound word becomes the first word in the next word–sunburn, burnout. A dictionary is useful for this activity.

news**paper**

paperback

backhand

handstand

standout

outboard

boardwalk

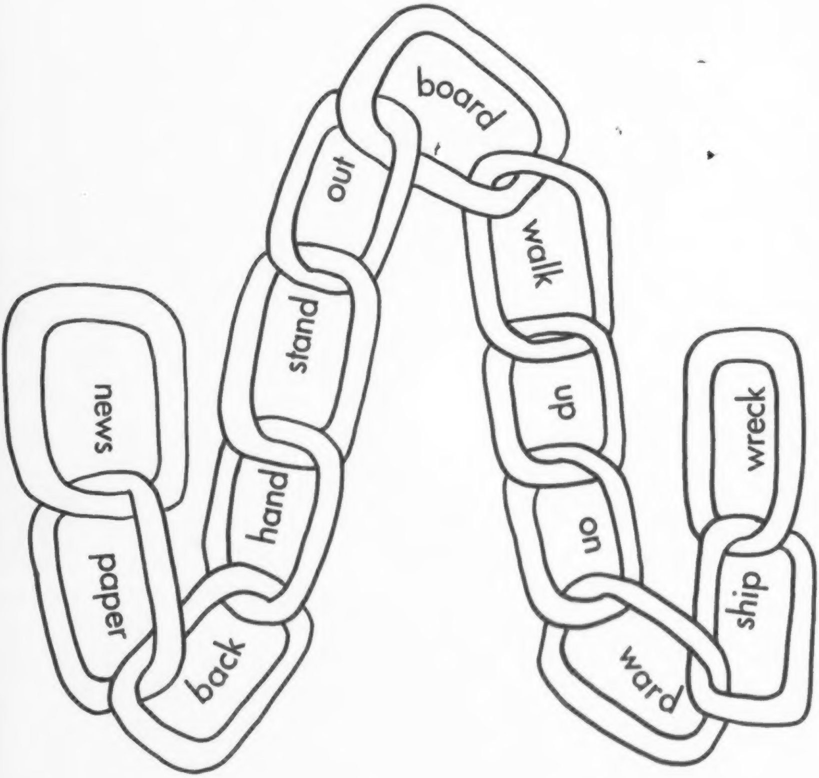
walkup

upon

onward

wardship

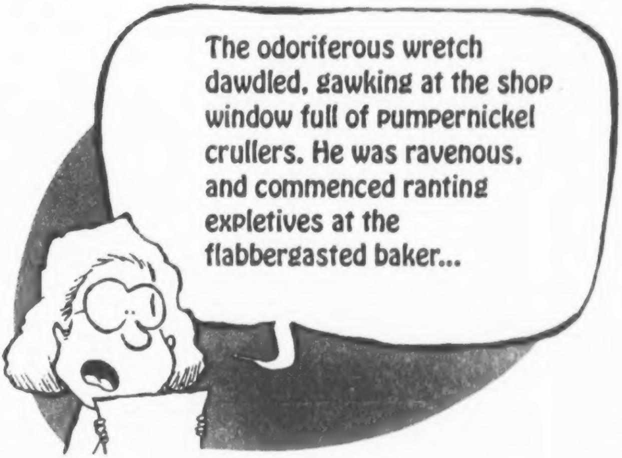
shipwreck


news
paper
back
hand
stand
out
board
walk
up
on
ward
ship
wreck

Word-stock

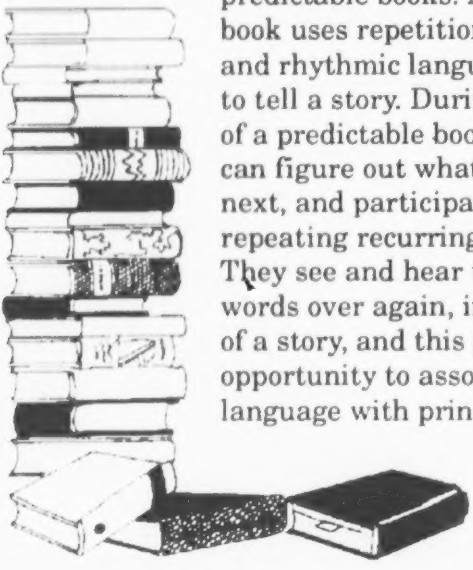
- Read books aloud to your child that have a higher level of vocabulary than books your child would read on his own. For example, *The Amazing Bone*, by William Steig, is a story about a little pig named Pearl. Children will enjoy the story and will understand the meaning of some of the more difficult words through context clues and pictures. Hearing the words will also make them more familiar to your child, and you can discuss the meanings of the words together. Some words used in *The Amazing Bone* are:

dawdled
pumpernickel
crullers
gawking
gaffers
flabbergast
wretch
ravenous
revile
odoriferous
flourish
commenced
ranted
embrace
expletives


The odoriferous wretch dawdled, gawking at the shop window full of pumpernickel crullers. He was ravenous, and commenced ranting expletives at the flabbergasted baker...

Books for Parents and Children

On pages 24-30 we have put together lists of books for parents and children. We encourage you to read a few of these books with your child and talk about some of the characters in the stories. Many of the books in this collection include entertaining word activities that you can use to reinforce and strengthen your child's vocabulary. Other books are marked with a ☆; these are predictable books. A predictable book uses repetition of phrases, and rhythmic language patterns to tell a story. During the reading of a predictable book, children can figure out what will occur next, and participate by repeating recurring phrases. They see and hear the same words over again, in the context of a story, and this gives them the opportunity to associate spoken language with print.



At the beginning of this issue, we mentioned that side B of the audio tape contains read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about them ahead of time.

Before you read the story, talk about the title or things that might happen in it. Then, after you have finished reading, talk about what happened in the story. By the way, if in the middle of the story something funny or interesting happens, it's O.K. to stop the tape and discuss the event, or ask your child questions such as "What Gummi Bear flavor do you like best? Why?" or "Do you know what a mesa is?" These questions make your conversations about the story more meaningful and more valuable.

When you and your child are ready, turn the tape to side B and listen to the stories as you read along together, or you may wish to read the stories aloud while your child follows along in the booklet.

Books for Parents

Expand Your Child's Vocabulary, by Carl B. Smith (Grayson Bernard). Includes twelve powerful vocabulary-building strategies parents can use to boost the word power of their school-age children. Together, parents and children can explore the world of context clues, analogies, synonyms and antonyms, word maps, Greek and Latin roots, word families, words from other languages, and more.

A Book of Puzzlements, by Herb Kohl. Full of games and activities for parents to share with their children. Includes ideas appropriate for all age groups.

A Child's Almanac of Words at Play. Contains puns, puzzles, nonsense poems, limericks, and word games. Includes one activity per day for a year.

Books for Parents and Children to Share

We divide the book selections into three age categories (4-6, 6-8, 8-10). Some children will be able to read several of the books by themselves, but other books might be too difficult. With your children, look through the books at a library, school, or bookstore, and decide which ones they can read. The books that are too difficult remain possible choices since you can read them aloud to your children.

Ages 4-6

Old Black Fly, by Jim Aylesworth (Henry Holt). Spectacular drawings illustrate this animated tale about a fly causing havoc in a very colorful household. This is an alphabet book that introduces each letter through a lively story. Children enjoy repeating the refrain "Shoo fly! Shoo fly! Shoo" while they listen.

Garden Animals and Farm Animals, by Lucy Cousins (Tambourine Books). These are sturdy board books which make page turning easy for young children. A garden or farm animal is represented on each page in words and illustration so that young readers can relate a visual image to written and spoken language.

One Yellow Lion, by Matthew Van Fleet (Dial Books). Contains different colored numerals from one to ten made out of lift-up flaps. Behind each flap are animals that correspond in color and sum to the appropriate numeral. Also includes large print words for colors and numbers.

My First Word Book: Seasons, by Anna Curti (Little, Brown). Large pictures show animals in various activities during different seasons of the year. Includes a short story at the top of each scene, and words label items in the pictures.

☆ *Have You Seen My Cat?* by Eric Carle. A young boy searching for his cat asks a variety a people if they have seen it. Several people show him cats they have found in their neighborhoods.

☆ *It Didn't Frighten Me!* by Janet L. Goss and Jerome C. Harste (Willowisp Press). A child sees a variety of imaginary creatures in a tree outside of his bedroom window. He convinces himself that he is not afraid, until a real owl surprises him by looking in his window and hooting.

Ages 6-8

Seeing, Saying, Doing, Playing: A Big Book of Action Words, by Taro Gomi (Chronicle Books). Depicts almost 500 action verbs in colorful and diverse scenes. Children can identify the activity and see the word for it in print. Labels each action and provides a cumulative list of words in the back of the book for use in playing a search-and-find game.

Herds of Words, by Patricia MacCarthy (Dial Books). Introduces named groups of people, objects, and animals. Reproductions of large, bright batik paintings illustrate the text.

Marms in the Marmalade, by Diana Morley (Carolrhoda). A unique and fun way to look at the English language. Causes readers to ponder the logic of words found within other words. Questions like "Is a **dent**ist covered with **dents**?" serve as a springboard to creative use of language.

All Aboard Overnight: A Book of Compound Words, by Betsy and Giulio Maestro. Defines and presents over fifty compound words in a story about a family taking a train trip. Compound words in the text are in bold print for easy location. Others are represented in picture format for the reader to find.

☆ *The Cake That Mack Ate*, by Rose Robart (Little, Brown). This tale is similar to "The House That Jack Built" in rhythm and pattern. The surprise ending will delight readers of all ages.

☆ *The Little Old Lady Who Was Not Afraid of Anything*, by Linda Williams (HarperTrophy). While she is on a walk to collect herbs, spices, nuts, and seeds, spooky objects begin to follow a little old lady. When they can't frighten her, she must figure out something else for them to do to get them out of her way.

Ages 8-10

Hey, Hay! A Wagonful of Funny Homonym Riddles, by Marvin Terban (Clarion Books). This is a fun way for children to expand their vocabularies. Includes pairs and triplets, riddles, names, an index of homonyms used in the book, and a list of similar books about homonyms.

Cache of Jewels and Other Collective Nouns, by Ruth Heller. Presents in large, bold, colorful illustrations several different collective nouns. (A collective noun is a word that means a collection of things.) Includes a short descriptive explanation of collective nouns by the author.

The Amelia Bedelia series provides wacky examples of funny situations that occur when people interpret the English language in different ways. Amelia Bedelia is an endearing housekeeper who takes everything literally. Titles include: *Amelia Bedelia; Come Back, Amelia Bedelia*; *Good Work, Amelia Bedelia*; *Amelia Bedelia and the Baby*; *Amelia Bedelia Goes Camping*, and *Merry Christmas, Amelia Bedelia*.

Too Hot to Hoot: Funny Palindrome Riddles, by Marvin Terban. Readers can survey a variety of palindromes which are words or phrases that are spelled the same forward and backward (for example, mom, pop, madam, level, and radar). After reading these examples, children can create their own palindromes.

Murfles and Wink-a-Peeps: Funny Old Words for Kids, by Susan Delz Sperling. Defines over 50 obsolete words and links them to vocabulary that children use today. Helps show how vocabulary changes over time.

Funny Side Up! by Mike Thaler. Instructs readers how to write riddles. Encourages children to use a dictionary, thesaurus, and other resources to write riddles.

Magazines

Also ask your librarian for the following magazines:

Bear Essential News for Kids

Children's Album

Cricket: The Magazine for Children

DuckTales Magazine

Highlights for Children

Letterbug

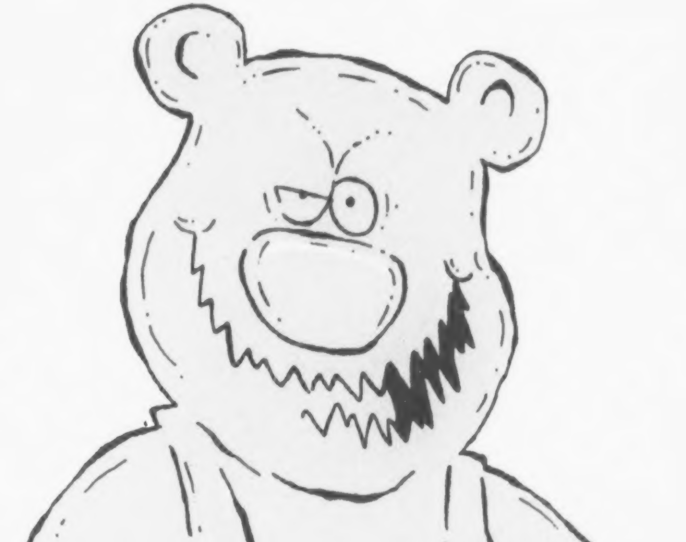
Reflections

Shoe Tree

Stone Soup: The Magazine by Children

* * * * *

Read-along Stories and Poems



Gummi Bears

by Brian Sturm

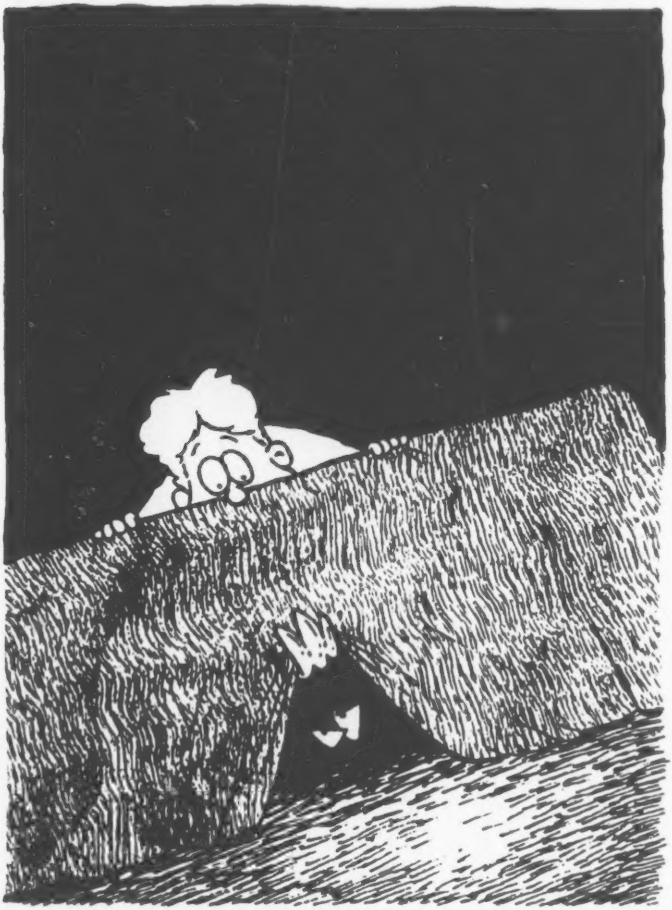
Things to do *before* reading the story

Talk about three words you could use to describe the way gummi bears look, feel, and taste.

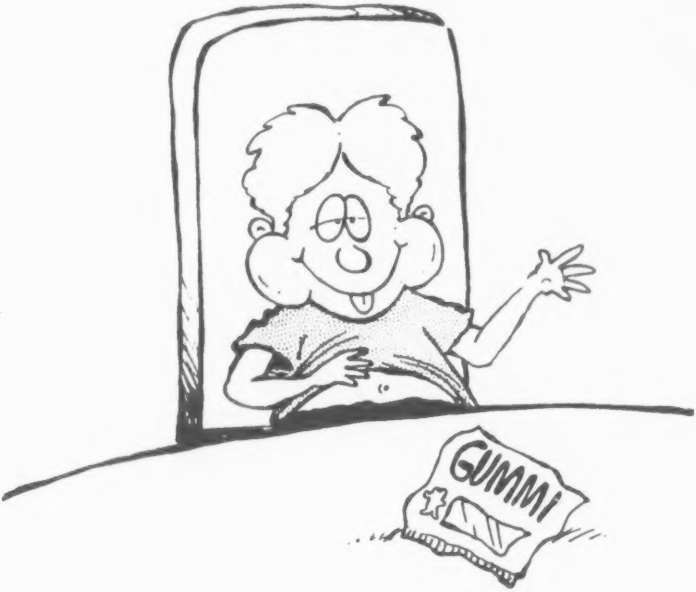
GUMMI BEARS COME OUT AT NIGHT.
GUMMI BEARS ARE MEAN.
THEY PROWL ABOUT
WHEN THE LIGHTS ARE OUT,
SO THEY'RE NEVER SEEN.

GUMMI BEARS HAVE MONSTROUS TEETH
THAT GLEAM IN MONSTROUS JAWS.
GUMMI BEAR FEET ARE NOT PETITE
AND END IN GELATINOUS CLAWS.

GUMMI BEARS ARE FEARSOME FOES.
THEY GROWL AND SPIT AND BITE.
THEIR EYES GLOW RED BENEATH THE BED
WHEN MOM TURNS OUT THE LIGHT.

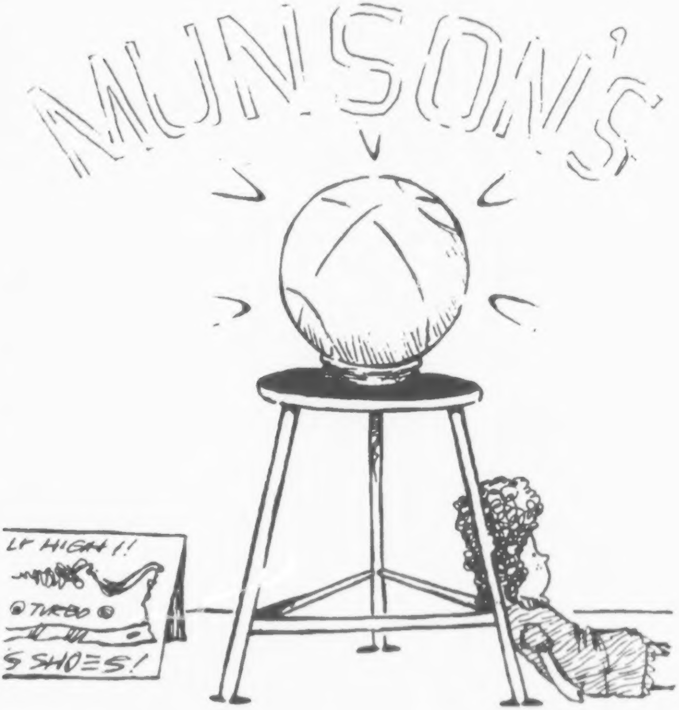


BUT DON'T YOU WORRY, BROTHER DEAR,
THERE IS NO NEED TO RUN.
I'M PROUD TO SAY, I'VE SAVED THE DAY
BY EATING EVERY ONE!



Things to do *after* reading the story

Are there any words in this poem that you haven't seen before? What about the word "gelatinous?" Look it up in the dictionary and see if it means what you thought it might. Then write your own poem that describes something you like to eat.


MUNSON'S
LF HIGH!!
TURBO
S SHOES!

Andy's Choice

by Darla K. Lindner

Things to do *before* reading the story

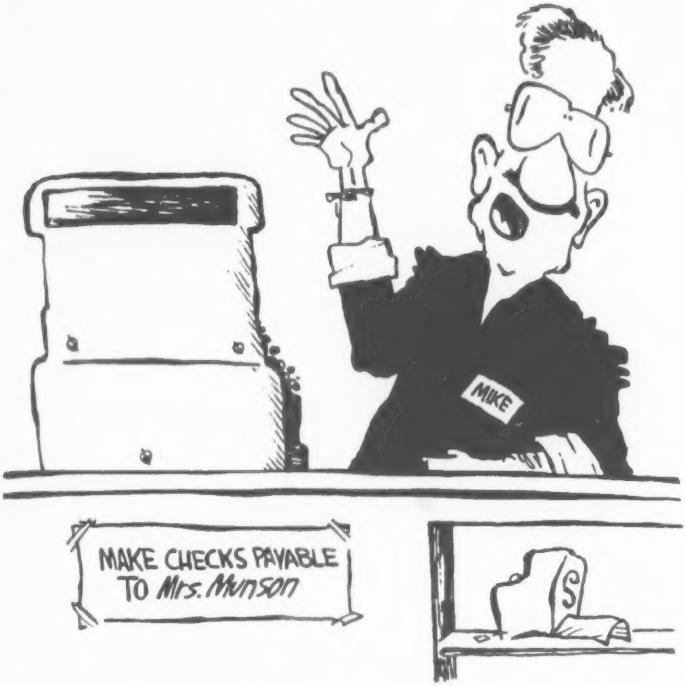
In this story, a boy named Andy has to make a choice. Before you read the story, talk about a time when you had to make a choice. What things did you choose between? How did you decide? Were you happy with your decision after you had made it?

Andy Schafer pressed his nose against Mr. Munson's store window. Ah-h-h! There it was. The basketball. It was perched on the tall stool in the window display. He stretched his arms over his head and shouted, "Yahoo!" He hollered so loud that people stopped and stared.

He spun around and grinned at them. "That's my basketball," he explained, jingling the dimes and quarters in his pocket. "I'm going to buy it with my paper route money. Come back next Thursday, and I'll show you my super-duper dribble."

The people walked away but stared back at him and shook their heads. They didn't care about his basketball, but he did. He planned to be the Junior Jets' star player. He chained his bike and raced inside the store.

"Hi, Ace," Mr. Munson greeted him. The storekeeper knew his plans.

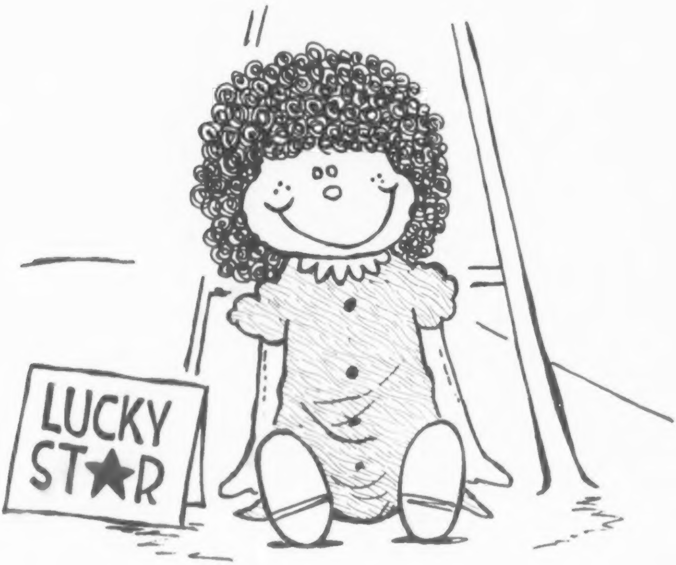

MIKE
MAKE CHECKS PAYABLE TO Mrs. Munson
S

Andy waved his hand in a circle and ran to the window display. "Next Thursday it'll be mine," he boasted, climbing up and grabbing the basketball.

"Take it home today," Mr. Munson encouraged him. "Go on, Ace. I know your word is good."

"Huh-uh!" Andy shook his head. "It's gotta be mine first." He dribbled the ball a dozen times before setting it back on the stool. He waved and scooted out the door.

He couldn't help himself. Once again, he stopped and stared at the ball. It was perfect; almost too perfect. That's when he first noticed the raven-haired doll propped against the stool with a label saying, "Lucky Star."

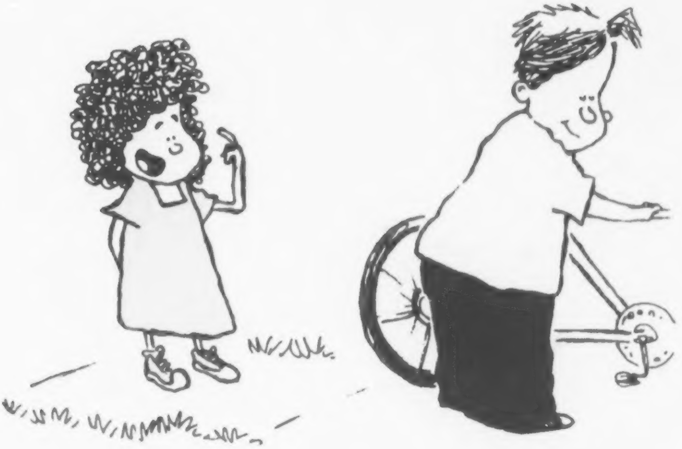


"Wow! She costs almost as much as my basketball. If we were rich, I'd buy her for my sister," he thought as he hopped on his bike.

He remembered the days before Dad's accident. Then, money had come easier for the Schafers. Now Mom had had to find a job, and there still wasn't enough money.

That's why he'd taken a paper route. He saved half of what he earned. The other half was his to spend. It had taken him five months to earn enough money to buy the basketball.

"Andy!" his little sister, Kari, shouted at him as he skidded into the driveway. "Guess what next Saturday is!"



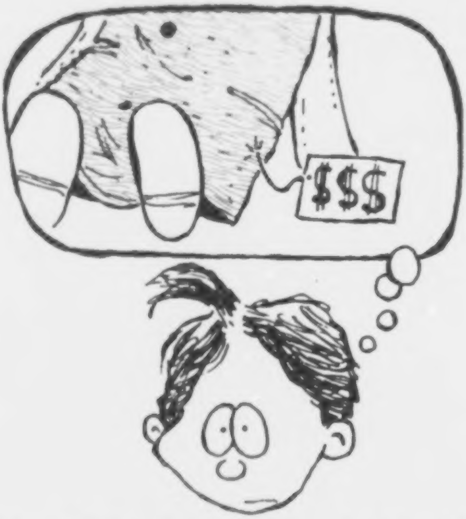
"I could never guess," he joked.

"My birthday!" She jumped up and down. "And know what I'm getting?"

"No."

She giggled and clapped her hands. "Lucky Star."

Andy whistled. "Did Mom tell you that?" he asked, remembering the price tag on the doll in the window.



"Nope!" She shook her head. "I just know, that's all."

Oh, boy! It was okay with him if Mom and Dad bought Kari that doll, but the way Mom's paycheck had to stretch already, he was sure his little sister was going to be disappointed.

"Hi, everybody," he said, dashing into the kitchen. "What's for supper?"

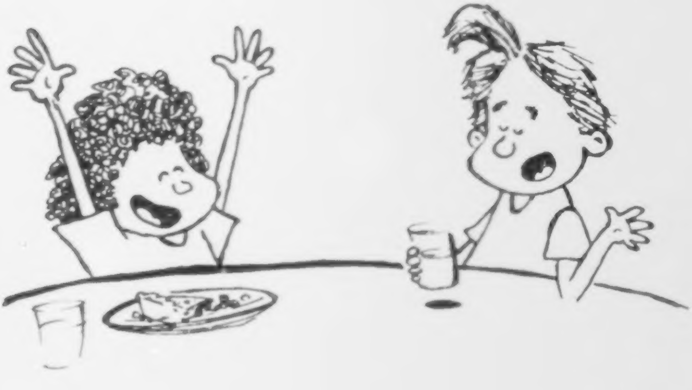
"Here's our good eater," his mother teased.

"Next week I'm bringing it home," he announced as he plopped down by the table.

His dad smiled. "Bringing what home?"

"My basketball," Andy said, returning the grin. "Wait 'til you see it, Dad. It's super!" He gulped down his milk. "It's . . . "

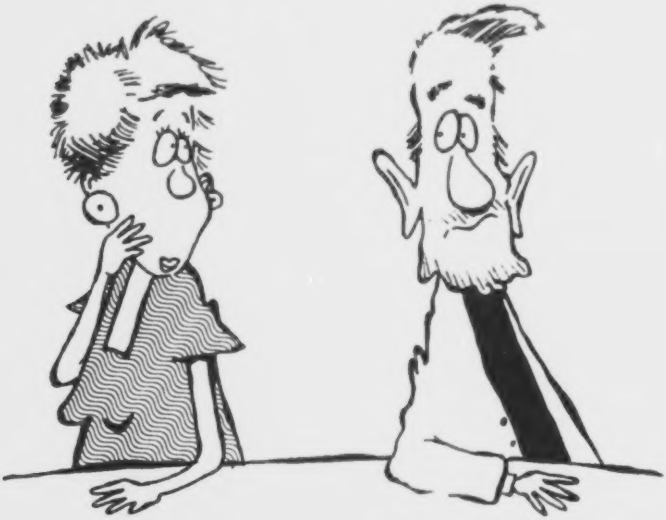
"And I'm gonna get Lucky Star," Kari interrupted. "I saw her today in the store window. She's got black, curly hair, just like mine, and . . . " She took a deep breath. "She wants to come home with me."



Mrs. Schafer frowned. "Maybe another doll would rather be yours, Kari."

"Nope. Just Lucky Star wants me, and I want her," she insisted, crossing her arms across her chest.

Kari was definitely going to be disappointed.

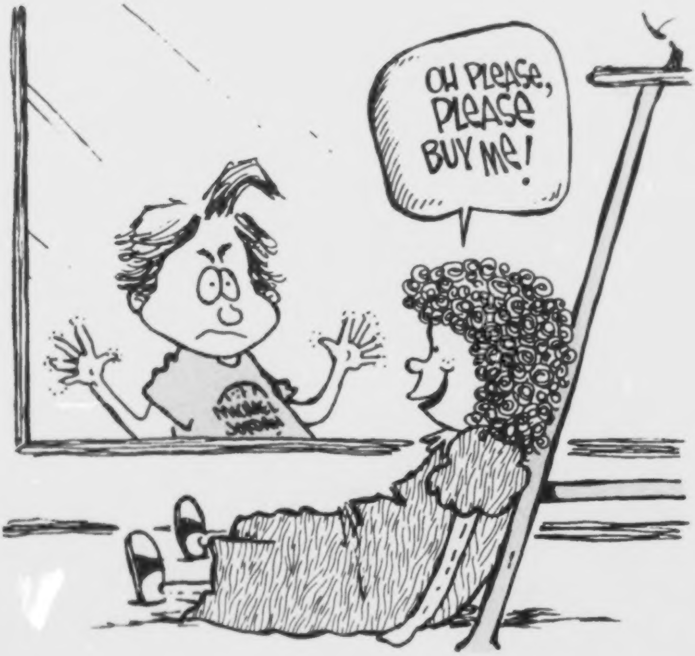


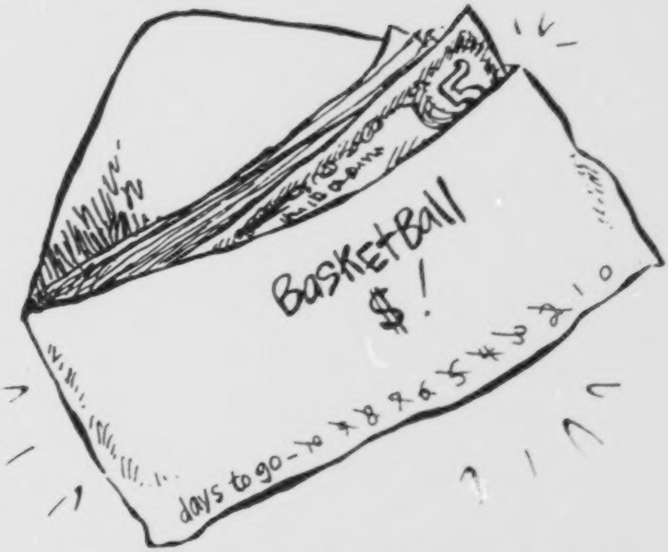
Andy could tell by the expressions on Mom and Dad's faces. It wasn't fair. He could earn money to buy what he wanted; his little sister had to settle for second or third best. After supper, Andy toted this week's paper route money upstairs to his bedroom. His hands shook as he added the money to the already bulging envelope. "I can't believe it'll be mine next week," he thought as he shoved the envelope back into his dresser drawer.

For six more days, time crawled for Andy. Kari jabbered constantly about the doll. His parents stopped discouraging her, but Andy knew the truth. Lucky Star would not be one of his sister's birthday presents.

Every day he rode his bike past Mr. Munson's store to check on his basketball, and every day the raven-haired doll stared at him from the window display. He wished somebody would buy her so she'd quit bugging him.

"You don't have to stare at me," he scolded the doll. "I can't buy you."


OH PLEASE, PLEASE BUY ME!


BasketBall
$!
days to go- ~~10~~ ~~9~~ ~~8~~ ~~7~~ ~~6~~ ~~5~~ ~~4~~ ~~3~~ ~~2~~ 1 0

On Wednesday night, he took the bulging envelope out and counted his money. He stuffed it in the bottom of his book bag. As he climbed into bed, Kari bounced through the doorway and curled up beside him.

"Mama says that Lucky Star isn't coming here for my birthday, but she's teasing," Kari insisted. "I know."

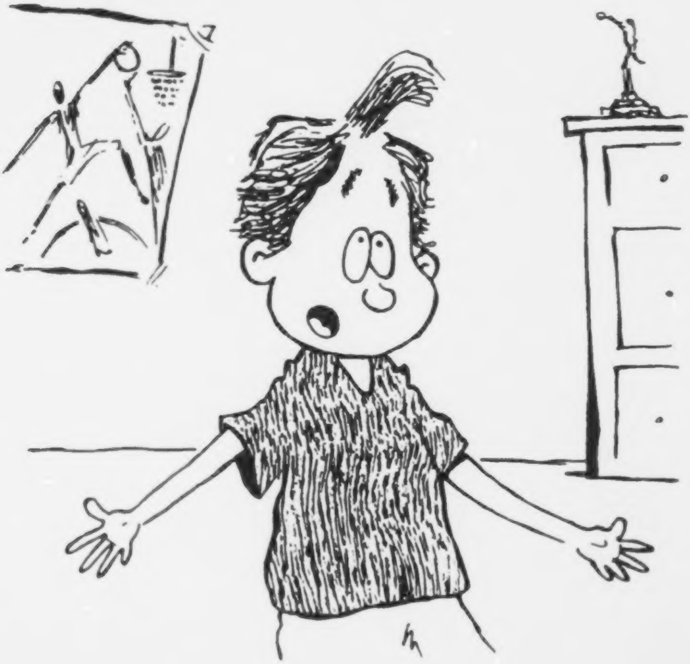
"Yeah, sure," Andy mumbled as his sister scrambled off his bed.

Just then, Mom peeked into his room. "I need you to watch Kari after you finish your paper route tomorrow."

"Sorry, Mom, but I can't," he said. "I've got something important to do."

Mrs. Schafer smiled. “Kari will behave just fine while you pick up your basketball.”

“But, Mom,” he protested.



“I’m sorry, too, Andy, but this is the way it has to be.”

What a mess! Kari would see that silly doll and start blabbing about her birthday again. It would be a disaster.

Andy thought of a dozen excuses why he couldn’t baby-sit, but none of them was good enough to convince Mom. He was stuck with Kari.

On Thursday, school lasted forever. After school, he raced through his paper route. He added his money to his envelope, picked up Kari, and biked to Mr. Munson's store.

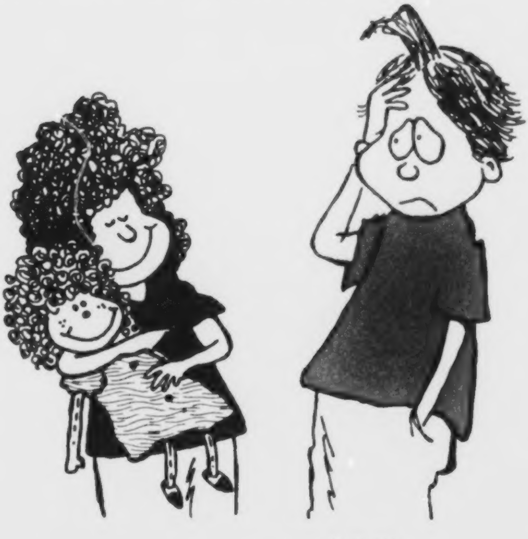
The storekeeper was waiting for him. "Today it's finally yours, Ace. Well, hi there, Miss Kari."

"Yeah, the basketball is all mine," he said, under his breath. He was shaking too much to say the words out loud.

"And Lucky Star is gonna be mine on my birthday." Kari ran to the window display.

"Kari." Andy sighed.

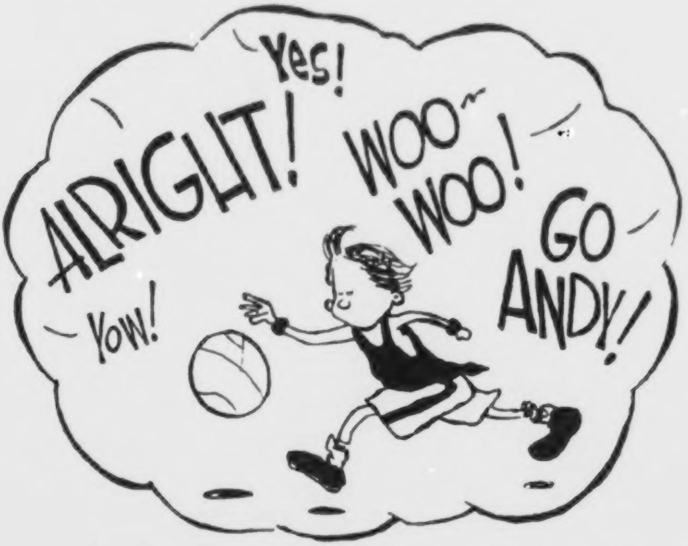
"She is." Kari picked up the raven-haired doll and hugged it. "She just fits in my arms, and she's so-o-o soft. Here, feel her, Andy."



"Put her back," he protested, but it was too late. The doll was in his hands.

Andy's throat scratched. He stared at his hands. It was as if they were glued to that silly doll.

"Isn't she the prettiest doll in the world?" asked Kari. Andy stared at the basketball. It was so close to being his, he could feel himself dribbling down the basketball court. He could hear the crowd cheering.


Yes!
ALRIGHT!
WOO-WOO!
GO ANDY!
YOW!

"I can't wait to be her mommy," Kari said and reached for the doll.

Andy's fingers closed around the bulging envelope. He looked at Kari. He looked at the top of the stool in the window display.

"Go get your basketball, Ace," Mr. Munson encouraged him.

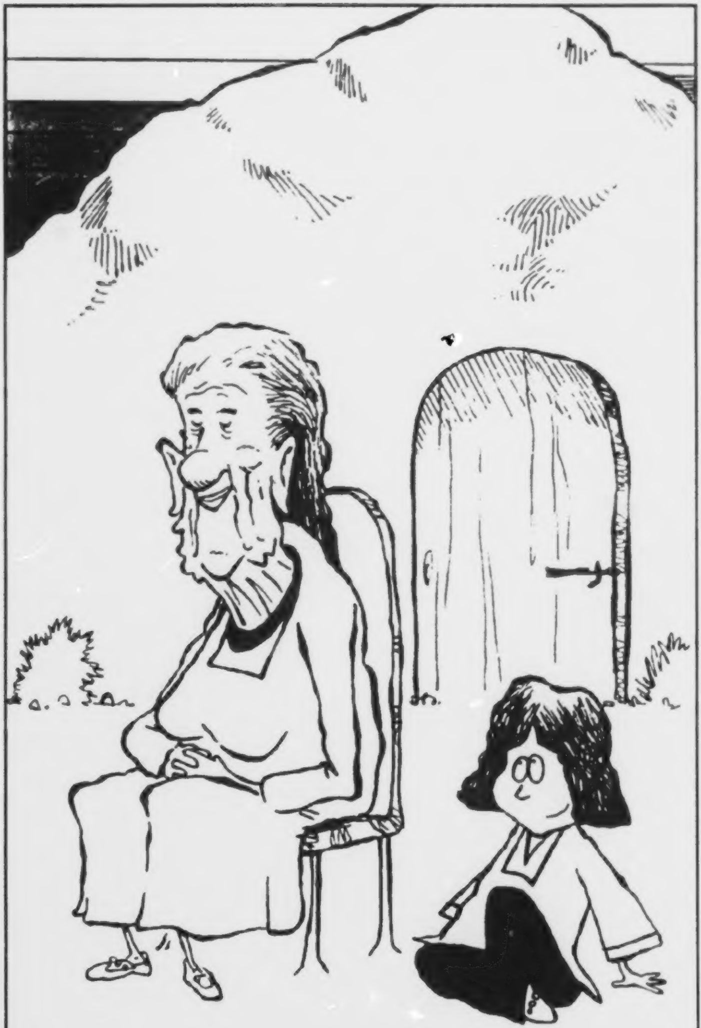
He swallowed and shook his head. "Ah . . . Not yet, not today," he whispered. "Kari, I think Lucky Star wants to go home with you before your birthday." He gave the doll to his little sister.

"Oh-h-h! Andy-y-y!"

The sparkle in Kari's eyes was almost worth the price of his basketball.

Things to do *after* reading the story

Why did Andy decide to buy Lucky Star instead of taking home the basketball he'd been saving his money for? Do you think he was happy with his decision? Write your own story in which one person does something nice for another. Begin by naming and describing the characters in your story.



Heart Song

by Helen Hughes Vick

Things to do *before* reading the story

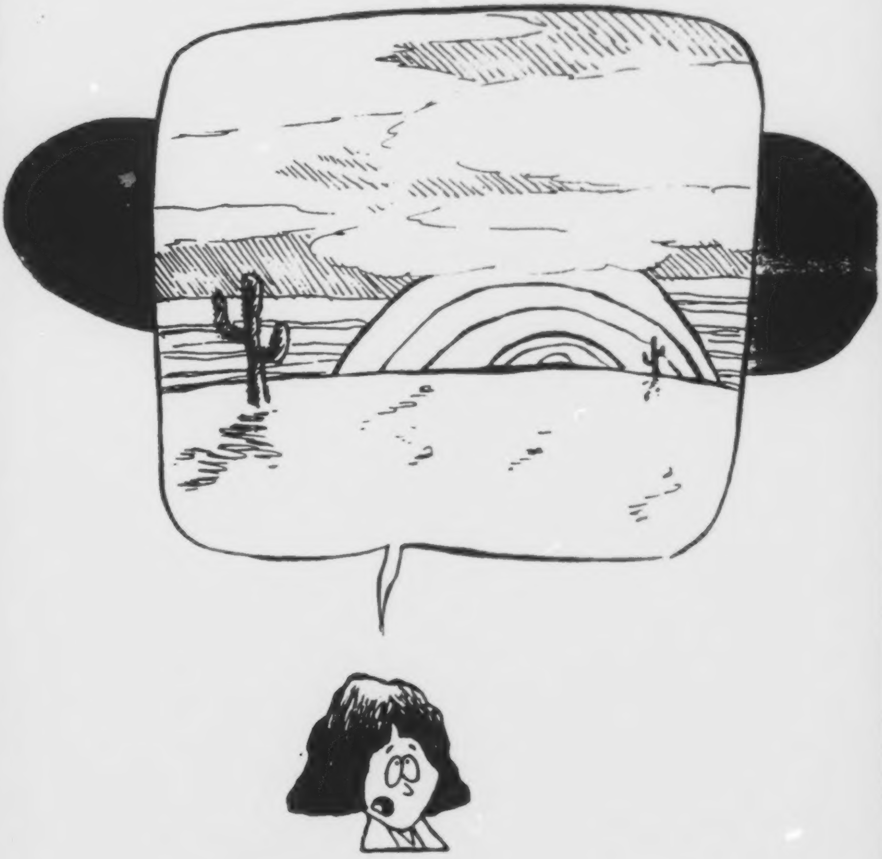
What do you suppose a heart song is? Together, discuss what you think a heart song might sound like. How do you suppose singing it would make you feel?

The Northern Arizona evening air had the touch and smell of autumn in it. The cool air felt good to Letha as she guided Grandmother carefully to the chair outside the old adobe house that rose from the high, rocky mesa. Grandmother's old feet walked very slowly and her fragile body leaned heavily upon Letha's arm.

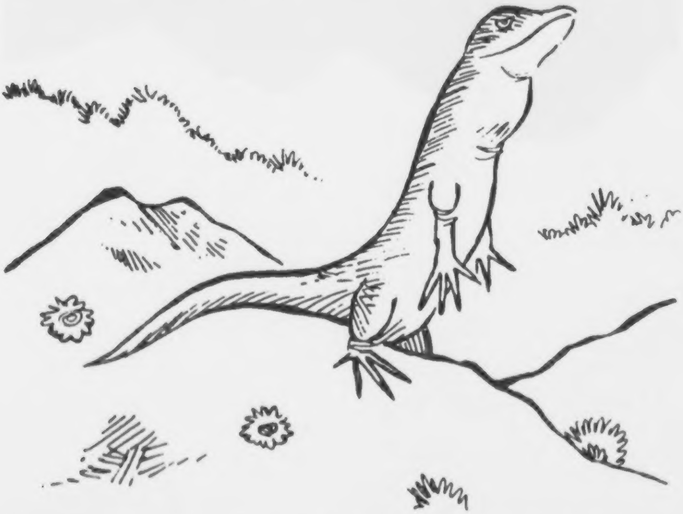
"Here we are, Grandmother," Letha said gently. Grandmother slowly lowered herself into the creaky wooden chair. Letha sat down on the hard, dry ground next to Grandmother's feet. As she gazed at the quiet desert far below them, peace settled in Letha's heart.

"Little Sister, tell me what you see," Grandmother's thin voice requested.

"The sun has painted the sky bright red, the color of your red pottery. Yet, around the edges of red, the sky is dark blue," Letha said, trying to describe the brilliant Arizona sunset. But she felt her words failed to impart nature's beautiful sight.



Since old Grandmother's eyes had dimmed, Letha had become Grandmother's eyes, finding and fetching things, guiding the old Hopi woman here, and there, and—as now—trying to describe the surrounding beauty. In doing so, Letha had begun to see their desert home in a new and wondrous way. Each time she looked down from their home to the ever-changing desert floor below, she found a new color, shape, texture, or form. She perceived fresh beauty in each tree and rock. She noticed the swift, smooth movements of the slick, brown lizards on the red rocks. She studied the graceful flights of the colorful birds overhead. Clouds took on fascinating shapes and colors. Letha tried to describe all these things to her beloved Grandmother, so she too might see and appreciate them.



"Are there clouds?" Grandmother asked, gazing sightlessly into the sunset.

"Yes, they are in long streaks, like long waves in the sky, each a different shade of red or pink, each turning a new shade of pink with the setting of Brother Sun," Letha said.

Grandmother and granddaughter sat in the quiet evening, one witnessing Nature's beauty, the other feeling its beauty with her loving heart.

The air turned cooler as the sun disappeared from sight. Still the two sat quietly, enjoying the evening and each other's company.

As the crickets started to sing, Grandmother said, "Tell me about the stars, Little Sister."

O CHIRPO MIO!

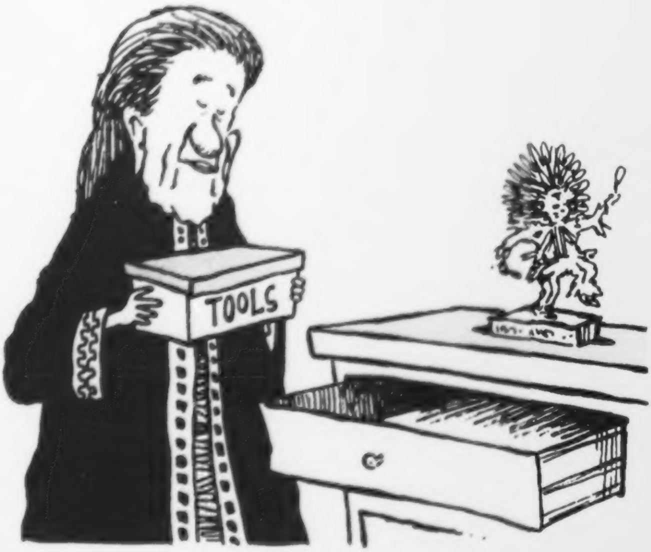
"They are bright tonight, but scattered among the clouds. Bear star is hiding."

"He knows the hunters will soon be out," Grandmother said. After a long while, Grandmother's thin voice broke the night silence. "Letha, tomorrow I want you to go down the mesa and get me some white clay."

"Oh Grandmother, you are going to make pottery again!" Letha's young voice held great excitement. Grandmother was a famous Hopi potter. Her work was so well known that people came from far away to their Hopi village to pay large amounts of money for Grandmother's beautiful pottery.

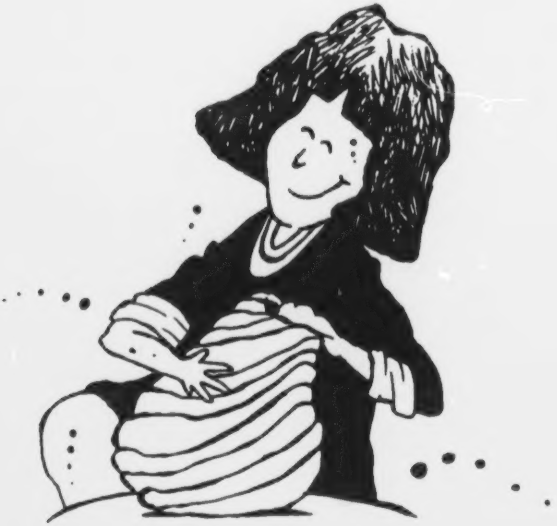
"Yes, Little Sister. I am going to make a very special piece of pottery." Grandmother's old voice had a sad sound to it. Letha was confused. Making pottery had always been Grandmother's heart song. She was always the happiest when she was creating a piece of fine pottery.

But her Grandmother had not made any pottery since her eyes had dimmed. Grandmother's gnarled hands could still mold perfectly shaped vases, bowls and pots, but her clouded eyes would not let her see to paint the beautifully intricate and unusual designs that identified her work. When this happened, Grandmother had said, "I will not make pottery that is not my best," and had put away her well-used pottery tools.



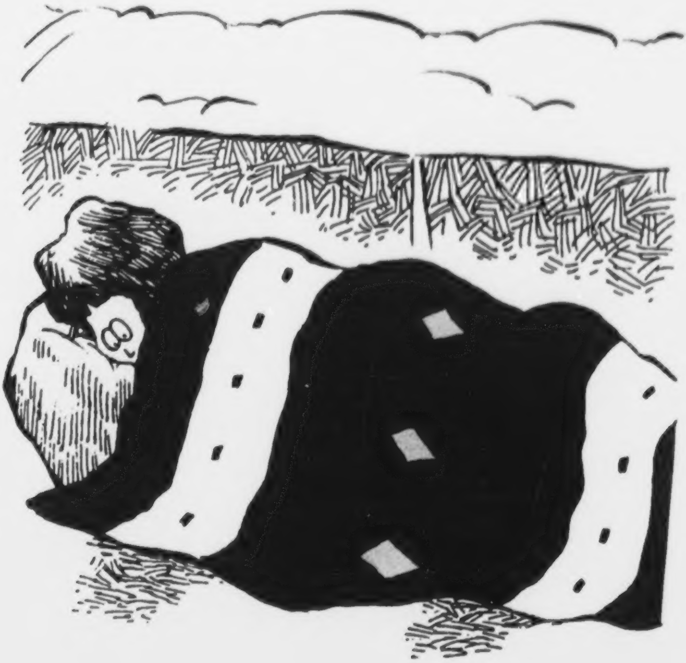
It had broken Letha's heart to have Grandmother put the old tools aside. Grandmother had taught her to make pottery in the old traditional way; patiently and lovingly, the old woman had taught her the ancient techniques, guiding her in ways known only to a master potter.

Although Letha was still learning the art of pottery-making, it was the song of her heart, too.



She loved the feeling of the wet clay in her small hands. Her heart sang as she carefully coiled, sanded, smoothed, and painted each piece of pottery. Each vase, bowl, or pot which she created had a bit of herself molded into it. But Letha still had much to learn. Tomorrow she would watch and learn more as Grandmother made her pottery.

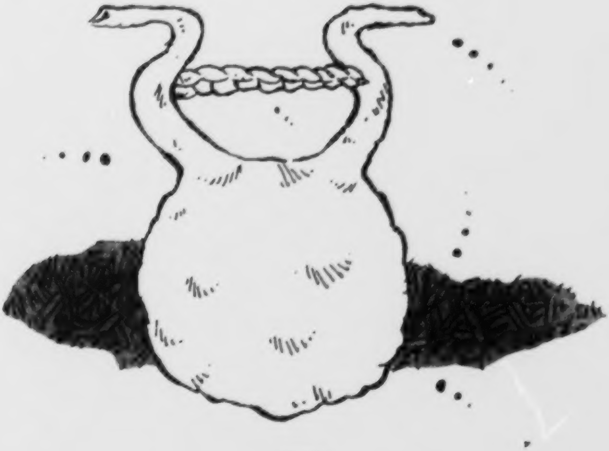
"Come, Little Sister, it is time to go in. The air is too cool for this old woman," Grandmother said as she started to rise from the chair. Quickly Letha reached out to her Grandmother, guiding her into the house.



As Letha lay curled up in her blanket on the floor next to Grandmother's bed, her heart was troubled. Grandmother was going to make pottery again; her heart should be happy. But Grandmother had sounded sad when she asked for the clay. "Why?" wondered Letha as she drifted off to sleep.

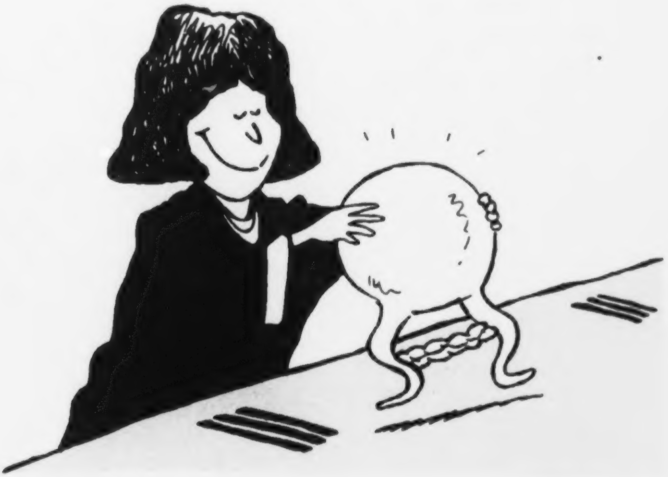
It was late in the afternoon when Grandmother sat down at her old table with the clay that Letha had gathered. Grandmother's hands rolled out a long, thin rope of damp clay with ease. Her hands worked slowly, as she carefully started to coil the rope around and around. Letha sat and watched with amazement that Grandmother could shape pottery with such ease even with blinded eyes. Since this was not an easy task, Letha knew that her Grandmother's hands were being guided by her heart.

Grandmother worked silently as she formed a round vase about the size of a grapefruit. Then her hands skillfully created a graceful neck at the top of the round vase on the left side. The neck ended with a flat spout that extended from the vase. Grandmother made another graceful neck with a matching spout on the right side of the round vase. Then she formed a braided handle which joined the twin spouts together.

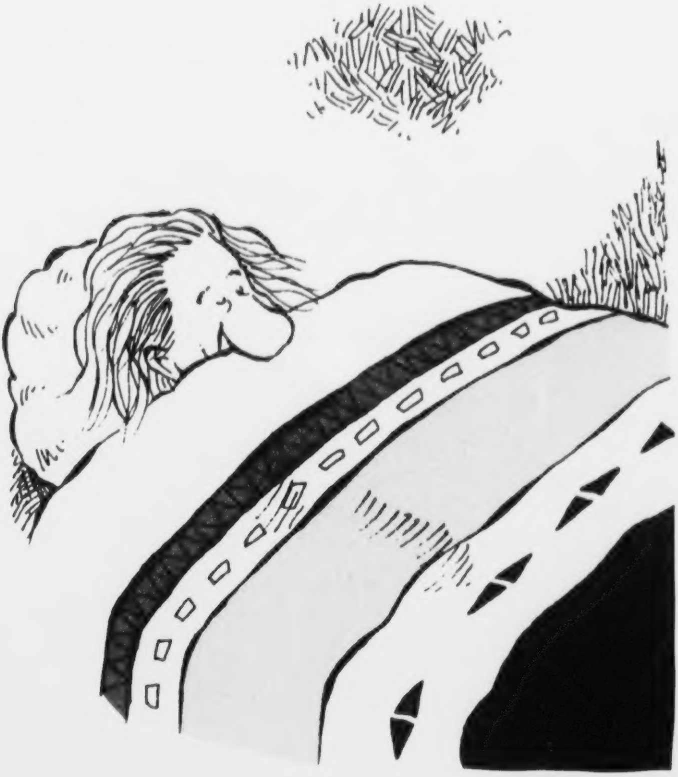


"A wedding vase," sang Letha's heart as she watched Grandmother work. Of all the vases and pots, she loved this one best. Such a vase was used in the wedding ceremony. The groom drank from one side of the vase, the bride drank from the other, and by drinking joined their hearts and lives together.

Grandmother's skilled hands searched through her tools until she found her favorite dried gourd rind. Using the rind, she carefully smoothed the walls of the double-spouted vase to an even thickness. After much work, the perfectly-shaped wedding vase was handed to Letha, who carefully set it upside down on the drying shelf.

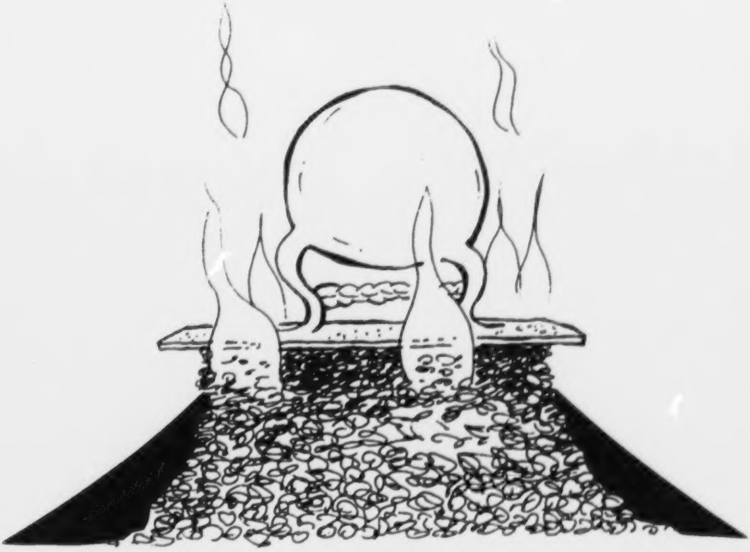


"This old woman is tired, Little Sister." Letha led Grandmother to her narrow bed. She slipped Grandmother's worn shoes off and helped her lie down, then covered her with a warm quilt.



"It is very good clay you dug today, Little Sister. Thank you," Grandmother said as she closed her clouded eyes in sleep.

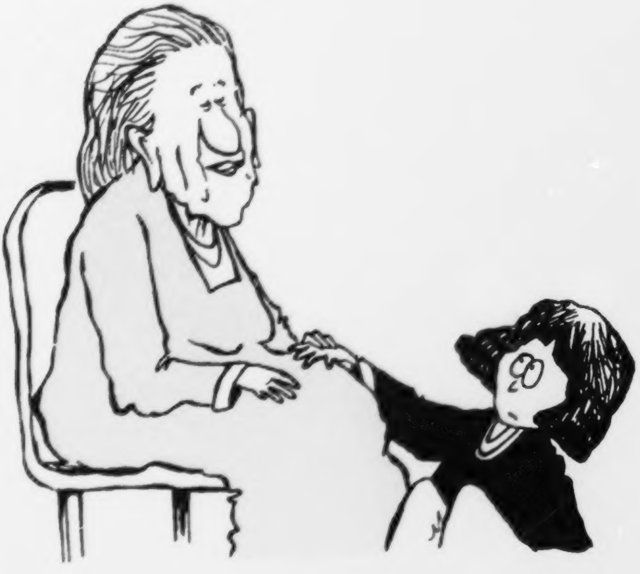
Two days later Letha made a big pile of juniper chips outside Grandmother's adobe house. She then covered the pile with sheep dung. Next she placed a flat sandstone on top of the pile. Gently she placed the dried wedding vase upside down on the sandstone. She covered the vase with large pieces of broken pottery. When the vase was completely covered, Letha started the sheep dung on fire. As the flames engulfed the pile, Letha walked away to where Grandmother sat in her old wooden chair.

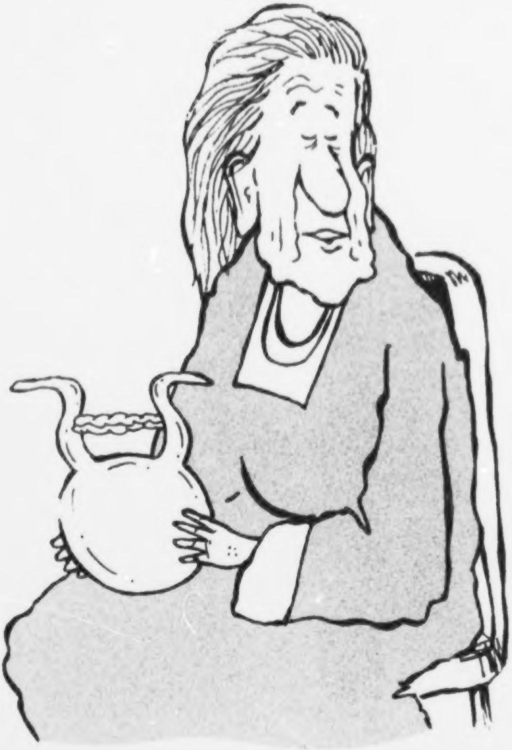


Grandmother was humming the traditional "firing song." Letha started humming also. The "firing song" would help protect the wedding vase from scorching or cracking during the firing.

Much later, when Letha lifted the wedding vase from the gray ashes, she could see the vase was perfect in every way. The surface was smooth and uncracked; the white color flawless. Letha carried the still very warm vase to her Grandmother. Gently she set the vase in its maker's hands. Grandmother turned the vase, carefully feeling every inch of it. A smile crossed her thin lips.

In silence, Grandmother held the vase lovingly for a few minutes. Then she reached out her hand toward Letha. "Little Sister, come." She took Letha's small hand into her old worn hand. "Sit." Letha sat at her Grandmother's feet, still holding her hand.





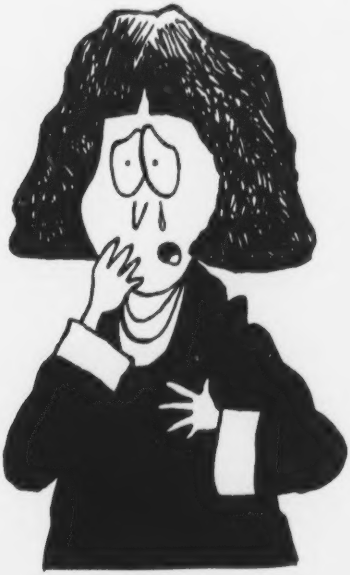
"Little Sister, be my eyes. Tell me what you see here," Grandmother asked, holding out the wedding vase.

"A beautiful, perfect white wedding vase," Letha answered honestly. Although Grandmother's dimmed eyes had not permitted her to paint the intricate designs and lines, for which her pottery was famous, to Letha it was the most beautiful piece of pottery that Grandmother had ever made.

"Yes, the traditional vase that is used to bind two hearts together in love. But it is much more." Grandmother halted for a moment. Letha could see tears in the clouded brown eyes. "It is the last piece of pottery I shall make. This old woman will not feel the warmth of the next spring."

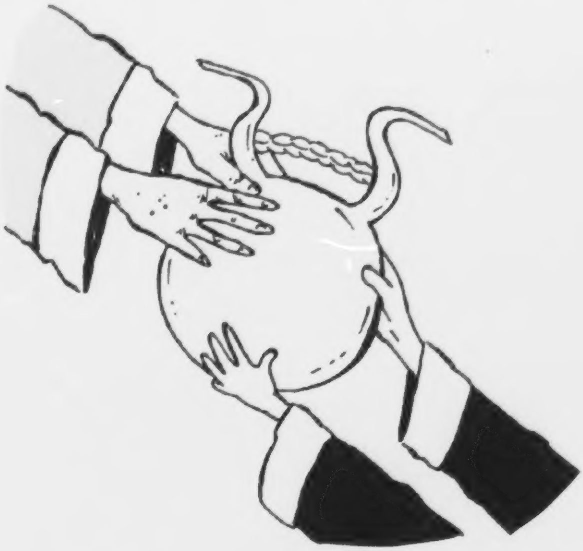
"Grandmother. . . " Letha cried.

"No, Little Sister, you must listen. Soon I will leave this life. It is the way of all life. There is no sadness in it. But to you, my Little Sister, there will be sadness, I know." Grandmother knew Letha's heart was filled with the pain of sorrow.



"This wedding vase is for you, Little Sister. For you have become the song of my heart. In it I have molded our hearts together, as our lives have been molded together.

"Each time you look at this vase, you will think of me and feel me near. Each time you look at it, paint it with your kind heart. Paint it as you have painted my life; with warmth, love, and great beauty. Do not feel sad, Little Sister. I will continue to live on through you and your pottery-making, for we are one in heart." Letha slowly took the wedding vase from Grandmother's hands. It was Letha's eyes that were clouded now, clouded with tears for she knew her grandmother's words were true. Grandmother would soon die.



Letha fought away her tears, and tried to swallow the tight aching in her throat. As she tenderly held her Grandmother's last piece of pottery, her trembling lips smiled. The vase was still warm from firing. Letha knew that whenever she looked at the beautiful vase and thought of her Grandmother, her heart would be as warm as the newly fired vase.

Things to do *after* reading the story

Letha is her grandmother's eyes because Letha's words help her grandmother to envision the beautiful sunset and other important things. Think about your favorite place and then write a description of it. Use words that would allow someone who couldn't see the place to paint a picture of it in his or her mind's eye. Then, read the description to your mom or dad and ask one of them to draw a picture of the place using the information from your description.

We hope you have had fun with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten.

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities.

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening.

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents who want to encourage their children to read. Offers several practical activities for parents.

Creating Readers and Writers, by Susan Mandel Glazer. Suggests parents (1) encourage the use of language, (2) build positive attitudes toward reading, writing, and speaking, and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups.

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve a wide range of adolescents' needs.

Your Child's Vision Is Important, by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties.

Encouraging Your Junior High Student to Read, by John L. Shefelbine. Discusses why reading for pleasure is important. Suggests how to find time for reading, gather a variety of reading materials, and help a child who has difficulty reading.

Cost per booklet is $1.75

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by Mary and Richard Behm

Offers 101 practical suggestions for parents to help their children develop reading and writing skills in the home environment. Ideas include bedtime activities, using television, travel, games, and many other ways to incorporate literacy into the home.

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Stories for Children and Parents:

1. Make the story fun for children—your primary audience. The adult reading along will enjoy the story if the child does.
2. Make sure that your story is acceptable to parents. We do not want parents to reject the story because it is inappropriate for their children. Writing a story that is interesting to children and at the same time pleasing to parents is a big challenge.
3. Your story should be no longer than eight double-spaced pages with one-inch margins.
4. Correct grammar and syntax are important. For the most part, we choose to model correct standard English.
5. Be careful about the vocabulary you use in your story. Rule out really long and difficult-to-pronounce words.
6. Make your stories gender inclusive. Do not use sexist terminology or ideas. Our stories must be interesting to both boys and girls.
7. You may illustrate your own story, but the illustrations must be line drawings in pen and ink only. The drawings must be able to be scanned, so too much detail will not work.
8. Stories that have action and dialogue work well for the audio portion of the magazine.

Articles for Parents:

1. Articles should contain practical information and helpful strategies. Anecdotes and other experiences modeling useful learning methods are particularly desirable.
2. Your article should be no longer than four double-spaced pages with one-inch margins.

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"Heart Song"
Narrator: Brian Sturm
Letha: Sonja Rasmussen
Grandmother: Joy Kahn

Studio:
Music House, 1101 N. Hartstrait Rd., Bloomington, IN 47401.

"Heart Song," by Helen Hughes Vick, was first published in *Friend*, October 1990. Used by permission.

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- *Learning about the Lives of Famous People*
- *Special Needs of Special Children*
- *Reading Aloud*
- *Learning to Think Critically*
- *Going Places*
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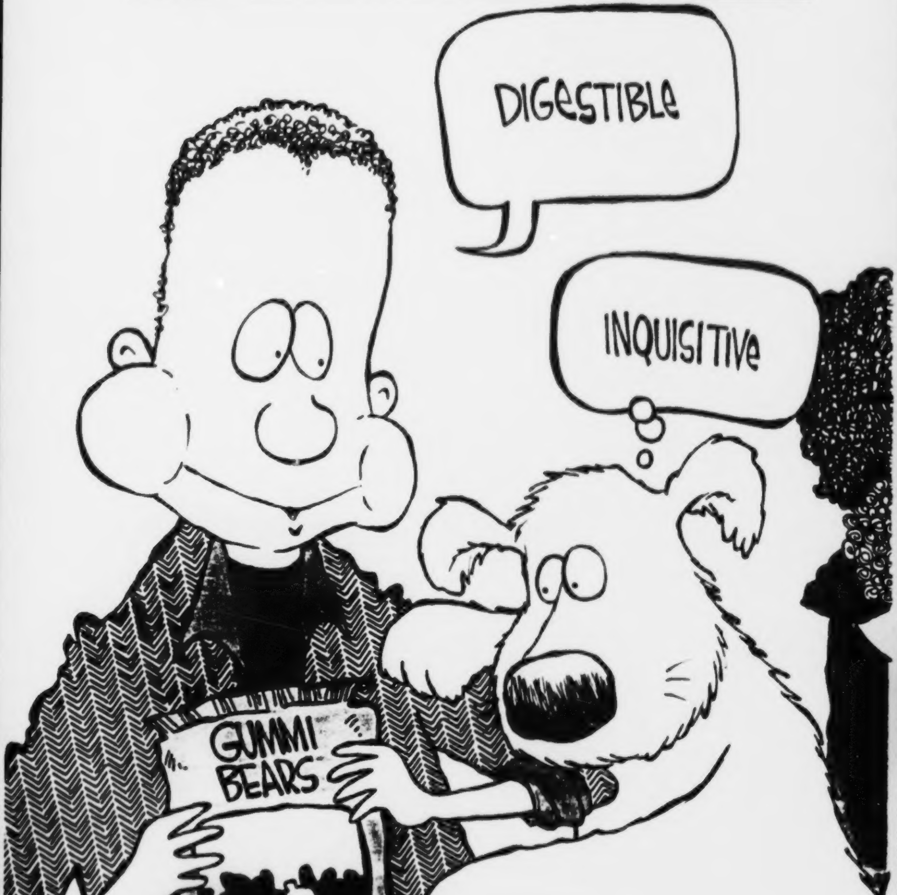

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Parents and Children Together

Learning about the Lives of Famous People

Read-along Stories:

andma's Pincushion

Challenge to the Kin

Danny's Leprech

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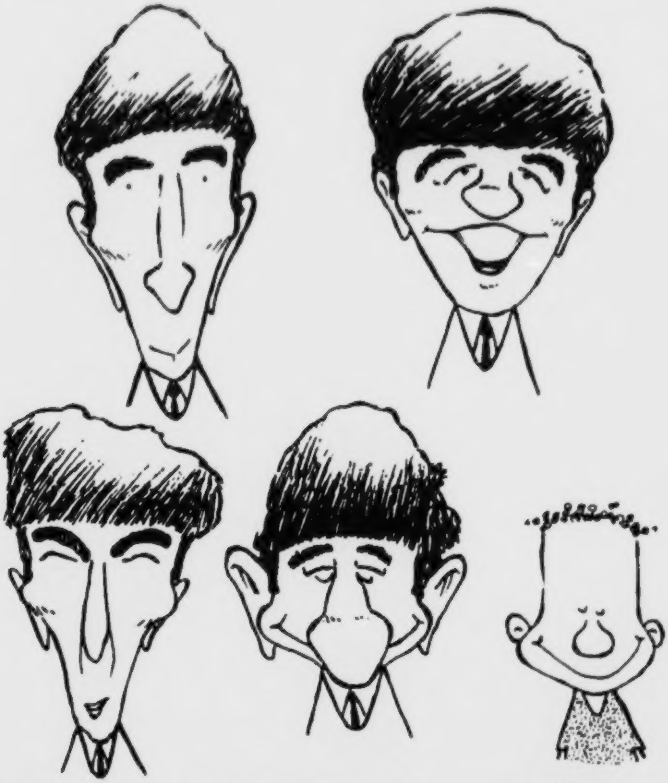

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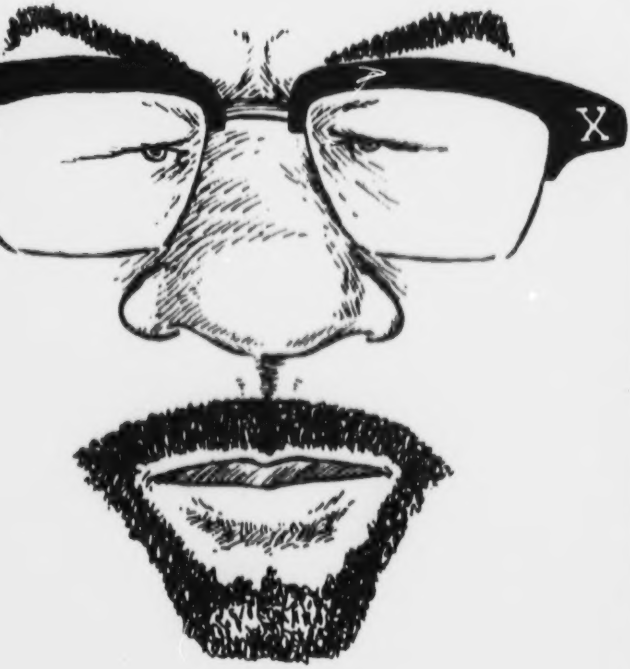
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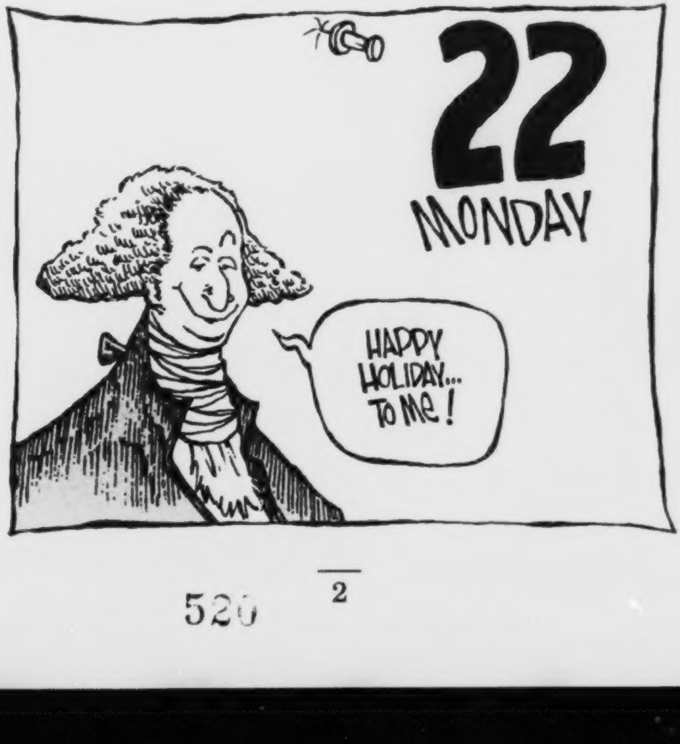
Getting Started

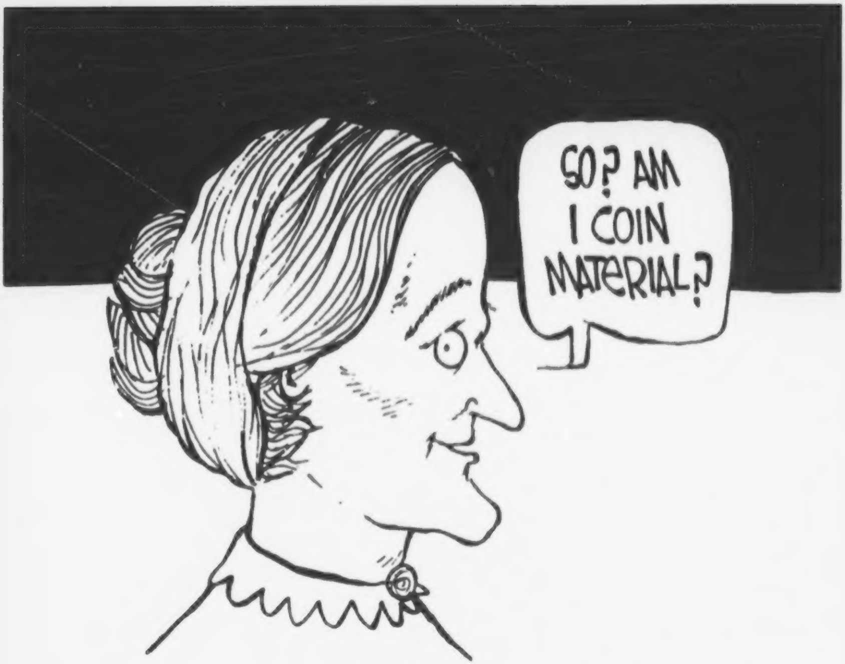
Welcome to this month's issue of *Parents and Children Together.* This issue focuses on heroes and how they influence our lives and the lives of our children. We all have heroes, those people we look up to and admire. Who is your hero? Who was your hero when you were a child?

On side B of the tape (and in the second half of the booklet) we have three read-along stories. We encourage you to listen to these stories and to read them with your children so that they may participate in the excitement of story reading. Of course, your children can also listen to the stories alone, if you wish.

Heroes and Special People

On my desk I have a calendar that displays the name of at least one well-known person for each day of the year. You might call it a birthday calendar. It is interesting to most adults to be reminded of people who have made significant contributions to our world. Since I was born in February, I enjoy looking at the people who were born that month—I guess I want to see if some of their greatness has rubbed off on me.



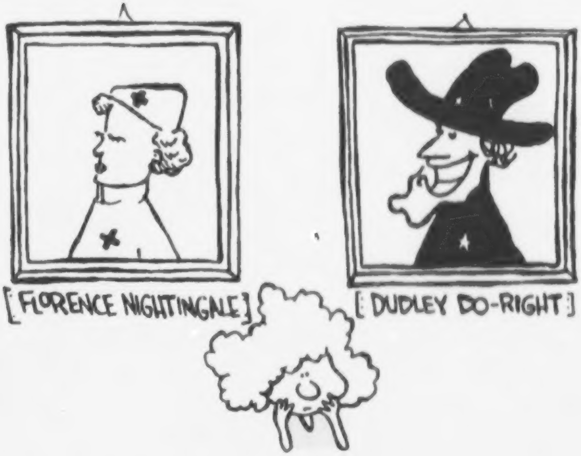

SO? AM I COIN MATERIAL?

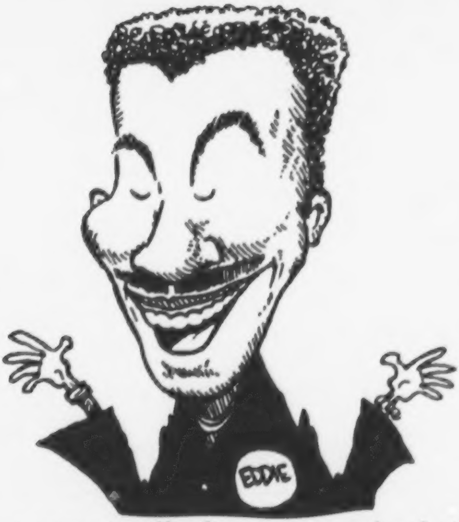
From that February birthday calendar, I could choose heroes who might lead me in many different directions. There are writers, such as Langston Hughes, the African-American poet who wrote so powerfully of his people's hopes and dreams. There are sports heroes, such as Babe Ruth and Hank Aaron, the two greatest home-run hitters in baseball. Several influential presidents were born in February—Abraham Lincoln, and George Washington, for example. All kinds of exceptional people appear on the February calendar: Norman Rockwell, the homey illustrator; Thomas Edison, the prolific inventor; Susan B. Anthony, the women's rights activist; and many more.

Don't you think your child would be curious about the interesting people who were born in her birthday month? She isn't required, of course, to select one of those people as her hero. But looking at a list of such names will give you a chance to talk with her about the value of having heroes and of choosing models who show her how to grow.

Images Guide Actions

Heroes are important to all of us, not just to children. But heroes are especially significant to young children whose personalities are still being formed. Many philosophers and psychologists have stated: "What you are thinking is what you will become." These people know that the images we picture prominently in our minds influence the kind of person we become. For this reason, it is important that we encourage our children to choose their heroes carefully.



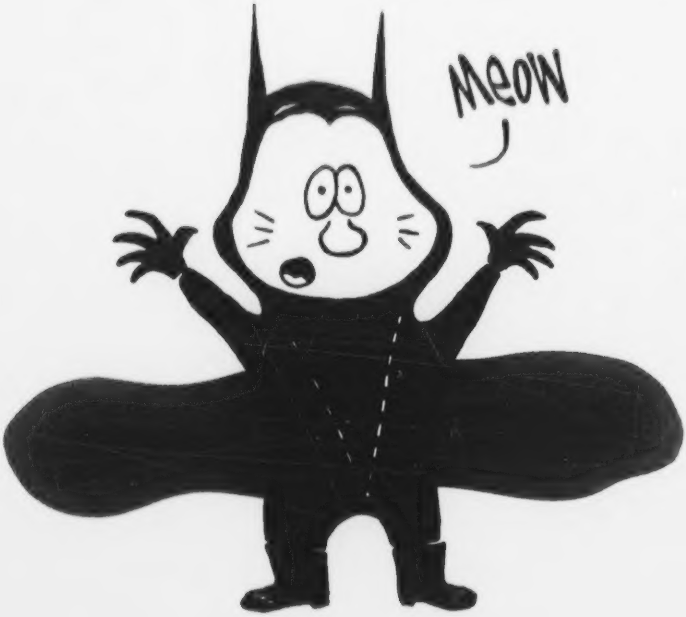


In a recent poll, elementary school students of all races were asked which famous people they most admire. The top three choices were Bill Cosby, Eddie Murphy, and Michael Jordan. When asked why they chose those three, the students said that these entertainers got lots of publicity and made lots of money. Their reasons shouldn't surprise us in this age, when appearing on television and making millions seems quite impressive. In fact, by selecting those three media stars, the students give credibility to what we just said about the power of images. Television and movies place images in our minds daily. The more we see people on television and the more they are praised for the money they make, the more brightly their images shine in our minds. Is it any wonder, then, that entertainers like Madonna and M. C. Hammer have become our children's dominant heroes?

What Should a Hero Be?

If you could make the choice for them, which heroes would you choose for *your* children? Do you want them to have models who project attitudes and character traits that will benefit your children in their life's work? Those attitudes and characteristics could include caring and kindness, persistence and self-discipline, personal courage and honesty, and so on. In other words, a true hero sets an example or gives us an idea that prompts us to grow, to be better than we are.

Saturday morning cartoons include an array of characters, sometimes called "super heroes," who represent this idea on a grand scale. Superman, Spider Man, the Ninja Turtles, and various other creatures with good intentions and super strength populate children's television, movies, and video games. As a result, even young children under-stand the idea of characters who stand tall in our eyes, who conquer the bad guys and save normal people from the slime balls.

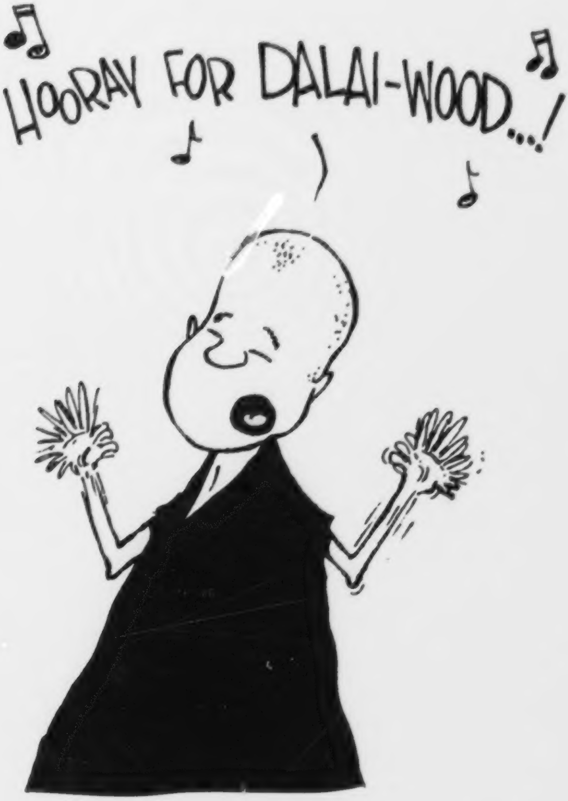


Our children's attraction to super heroes reflects their desire to feel that the evil lurking around them can be overcome by someone with great strength and with good in their hearts. In some ways, that's what our real life heroes are meant to do for us. They give us the feeling that real people have the courage and the personal resources to rise above the evil around them and to show that one individual makes a difference by what he or she does.

What Can Parents Do?

Parents have daily opportunities to help their children focus on the character traits of heroes instead of merely on their fame and fortune. Invite your children to talk about their heroes; you can start a conversation by asking questions like "Do you want to be like Bill Cosby? I wonder how he developed his talent to make people laugh? Bill Cosby makes lots of money, but he uses some of his money and influence to help young Black people get educations or start careers in television. Do you think that makes Cosby different from other TV stars?" With a few quick questions, you can shift the emphasis of the conversation from Cosby's enormous earnings to the skills he has or to the personal dedication that enabled him to achieve his hero status.

A hero leads us by representing an idea or an image that can make us better than we are. Heroes stand for a skill or a virtue or a character strength that makes us perk up and say: "I want to act like that person." When children are challenged to find people to imitate, they can begin to separate the media stars from the people who change the world around them.


HOORAY FOR DALAI-WOOD...!

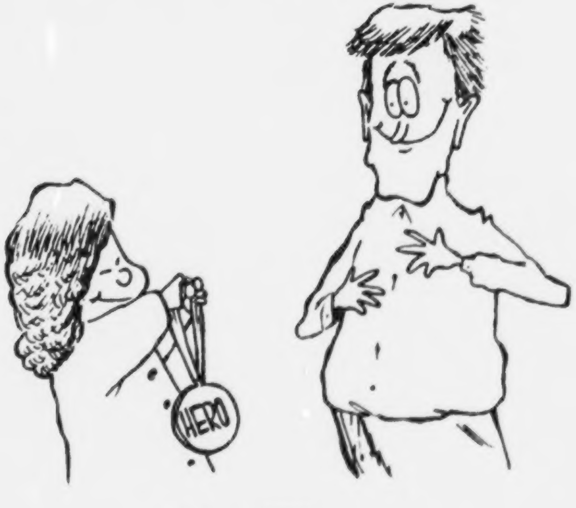
Turn to Reading and Writing

As children grow older and can appreciate historical characters, they can learn more about their heroes by picking up biographies from the library. Children often become fascinated with the life of an important person who lived in a different time. Let your child's interest take the lead in identifying such a person. As you and your child browse through the biography section of the local children's library or bookstore, some names may just jump out at your child and give the two of you some new heroes to discuss.

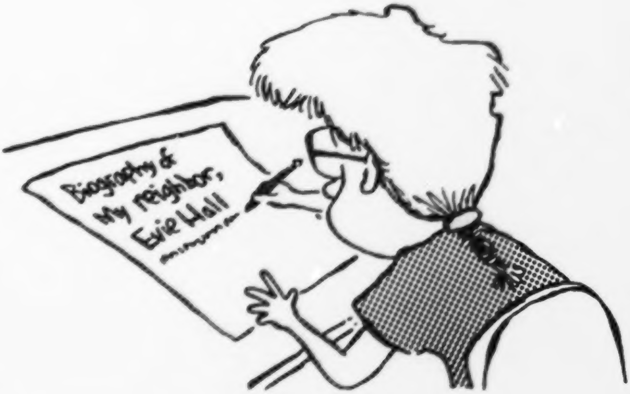
Use your children's interests as cues to selecting biographies for them from your library or bookstore. For instance, if your child likes to draw, you can find biographies of artists like Leonardo da Vinci, Georgia O'Keefe, and Walt Disney. Your librarian will always help you find biographies that are appropriate for the age of your child.

Also consider the value of fictionalized biographies of exceptional people. Fictionalized biographies include events and conversations which could have happened, but may not have actually taken place. F. N. Monjo, an author who writes fictionalized biographies for young people, often has a child tell the story of a famous person's life. Thus young readers get to know a famous person through the eyes of someone they can relate to. For instance, *Me and Willie and Pa* is about the life of Abraham Lincoln as told from the perspective of Lincoln's son, Tad. Tad tells stories which convey the sadness his father felt about the Civil War. He also tells about how he once asked his father for a presidential pardon for a crime committed by one of his toys.

As we discuss famous historical characters, and the super heroes of real life, we can also turn to uncles and grandmas and our neighborhood police officers. Whenever possible, we parents should emphasize the strong qualities of our own family members or neighbors. Some of them probably have done significant deeds worthy of our admiration. They may have raised a family by themselves, or overcome a physical disability, or saved a life at the risk of their own, or simply maintained good humor in the face of poverty or abuse. One of my personal heroes is a man who finished only the sixth grade and worked as a manual laborer all his life. But he always encouraged his four children to get a good education because that was the key to a better life. All four of those children finished college and carried forward their father's sense of responsibility and hard work. That hero is my father.



When you can point to a family member or a neighbor for inspiration, why not have your children interview that person and write a brief biography of him or her? Perhaps they can use that biography in their school work, but its real value lies in the influence that person will have on the lives of your children.



The people who may guide our lives to achievement, or peace, or love, or courage can be found in literature, in history, on television, or in our own house. But we have to seek them out in order for heroes to do us any good. Then we can talk about their virtues and their strengths. And we can read and write about the people who seem to offer us what we need.

Don't you think it would be exciting for you to learn who your children's current and historic heroes are? That should give you plenty of lively conversations for months to come.

Activities for Fun and Learning

Help your children learn something new about their heroes or the lives of other special people by doing one of the following activities with them.

This Is Your Life

- Share one or more of the following books by Barbara Cooney with your children: *Hattie and the Wild Waves, Island Boy, Miss Rumphius.*

  Each book tells the story of a person's life in picture book format. After reading the book, you can talk about the main character and what happened to her or him in the story. Later, let your children tell the stories of their lives, and then share your own story with them.

Private Eyes on Heroes

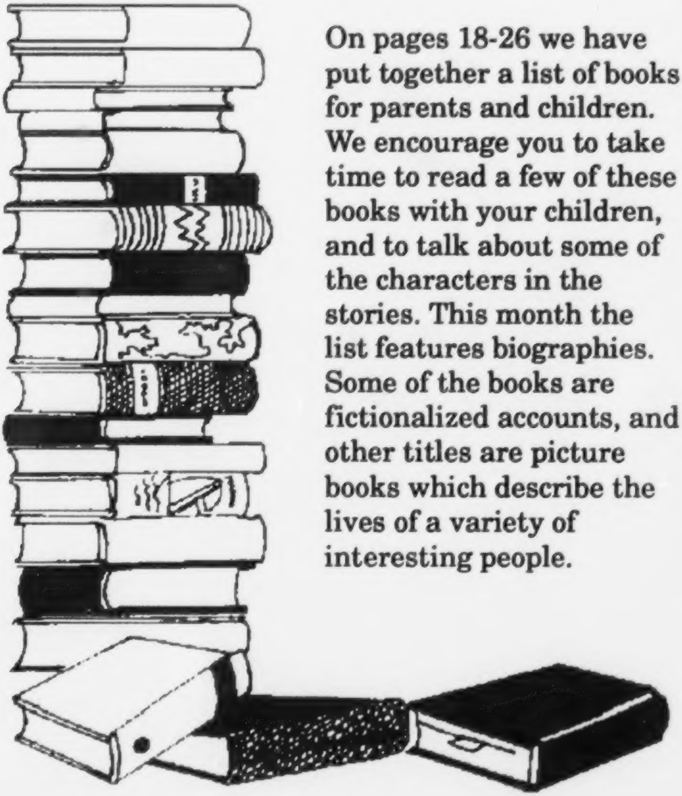
- Assist your child in investigating the life of one of her heroes. The public library is a great place to find lots of information about famous people. Encyclopedias and similar books in the reference section provide background and introductory information. For instance, if one of your child's heroes is an author, you could look in *Something about the Author, Junior Authors and Illustrators,* or *Contemporary Authors.* Also look for a biography or autobiography about the person which will give more in-depth and detailed information. Don't forget to explore non-print items like video and audio tapes which focus on the person, too.

Fan Mail

- Encourage your child to write a letter to a living hero. Your child can use the letter to explain what he admires about his hero and to express his curiosity about that individual's life. This will help your child think about why this person is his hero, and what values and issues are important to him. Again, the school or public library will be a good place to begin. Directories, registers, and indexes can provide addresses for modern-day heroes.

Eloise Greenfield

Books for Parents and Children



On pages 18-26 we have put together a list of books for parents and children. We encourage you to take time to read a few of these books with your children, and to talk about some of the characters in the stories. This month the list features biographies. Some of the books are fictionalized accounts, and other titles are picture books which describe the lives of a variety of interesting people.

At the beginning of this issue, we mentioned that side B of the audio tape contains read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk about them ahead of time.

Before you and your child read the story, talk about the title and predict things that might happen in the story. Then, after the story is finished, talk about it again. By the way, if in the middle of the story something funny or exciting happens, it's O.K. for you to stop the tape and discuss the event, or for you to ask your child questions such as "Has anyone ever dared you to do something?" or "Do you believe in Leprechauns?" and then follow it up with a why or why not. These questions make your conversation about the story more meaningful and more valuable.

When you and your child are ready, turn the tape to side B and listen to the stories as you read along together, or you may read the stories aloud while your child reads along in the booklet.

Books for Parents

Could Paul Revere be one of your distant cousins? Could Betsy Ross be your great, great, great aunt? Tracing your genealogy is a fun and interesting way to discover who you are related to and if there are any heroes in your family.

Genealogy: How To Find Our Roots, by Henry Gilford. Describes step-by-step instructions for tracing genealogy. Provides direction in locating source material, and collecting, varifying, and analyzing information. Includes sample letters, diagrams, and documents useful in searching. Also provides a short bibliography of related materials.

The Great Ancestor Hunt: The Fun of Finding Out Who You Are, by Lila Perl. Explains what genealogy is, why it is important, and how it can be traced in brief simply-written text. Suggests practical and realistic ideas for uncovering past records and family ties.

Gone but Not Forgotten: Genealogy and Grave Hunting, by Richard E. Miller. Shows the humor and history that can be found in a cemetery where gravestones have epitaphs. Contains a short section on getting started in genealogy and also provides other sources of information, for example, selected genealogical collections, selected ethnic collections, computer databases, and lists of related books and magazines.

Books for Parents and Children to Share

We divide our book selections into three age categories: 4-6, 6-8, and 8-10. Some children will be able to read several of the books by themselves, but other books might be too difficult. With your children, look through the books at a library, school, or bookstore, and decide which ones they can read. The books that are too difficult remain possible choices since you can read them aloud to your children.

Ages 4-6

This Quiet Lady, by Charlotte Zolotow (Greenwillow). A little girl discovers her mother's early life by looking at the various photographs which decorate their home. This helps her answer a question children commonly ask their parents, "What was it like when you were little?" Large pictures illustrate each sentence of the brief text.

At the Crossroads, by Rachel Isadora (Greenwillow). Describes the anticipation and excitement of several children awaiting the arrival of their fathers from distant mines. Concludes with the celebration of the miners' long-awaited arrival. Shows the joy which occurs when families reunite after lengthy separations.

A New Coat for Anna, by Harriet Ziefert (Alfred A. Knopf). Anna has outgrown her winter coat and because of the war, her mother does not have any money to buy another one. Anna's mother trades her own valuables to different people in exchange for products and services that she combines to create Anna's new coat.

Will and Orv, by Walter A. Schulz (Carolrhoda). As a young friend and helper of Wilbur and Orville Wright, Johnny Moore was one of five people to witness the historic 12-second flight of their first flying machine. This book narrates the story as Johnny might have seen it unfolding.

Kate Shelley and the Midnight Express, by Margaret K. Wetterer (First Avenue Editions). Kate braves a terrible storm in the middle of the night to deliver a message that will prevent a disastrous train crash. She risks her own life to save the lives of the people on the train and in the process also rescues two men stranded in a creek. This book is a 1991 *Reading Rainbow* Feature Book.

Ages 6-8

David A. Adler uses simple text and colorful illustrations to tell stories about the lives of famous people. His picture book biographies include:

A Picture Book of Abraham Lincoln
A Picture Book of Benjamin Franklin
A Picture Book of Christopher Columbus
A Picture Book of Eleanor Roosevelt

A Picture Book of George Washington
A Picture Book of Helen Keller
A Picture Book of Martin Luther King, Jr.
A Picture Book of Thomas Jefferson

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Ages 6-8 and Ages 8-10

The following list of biographies explores the lives of famous historymakers of the past and present. These books describe people who made important contributions to the fields of politics, civil rights, art, music, literature, science, medicine, history, and entertainment. Illustrations or photographs accompany the text in each book. The list is divided by publisher and topic.

CAROLRHODA

TRAILBLAZERS

Arctic Explorer: The Story of Matthew Henson

Native American Doctor: The Story of Susan LaFlesche Picotte

Jump at the Sun: The Story of Zora Neale Hurston

Space Challenger: The Story of Guion Bluford

CREATIVE MINDS BIOGRAPHIES

Mr. Blue Jeans: A Story about Levi Strauss

The Country Artist: A Story about Beatrix Potter

Rooftop Astronomer: A Story about Maria Mitchell

What Are You Figuring Now? A Story About Benjamin Banneker

Walking the Road to Freedom: A Story about Sojourner Truth

Go Free or Die: A Story about Harriet Tubman

A Pocketful of Goobers: A Story about George Washington Carver

America, I Hear You: A Story about George Gershwin

Between Two Worlds: A Story about Pearl Buck

CHILDRENS PRESS

ROOKIE BIOGRAPHIES: LIFE STORIES FOR BEGINNING READERS

Abraham Lincoln: President of a Divided Country
Black Elk: A Man with a Vision
Daniel Boone: Man of the Forests
Jackie Robinson: Baseball's First Black Major Leaguer
Martin Luther King, Jr.: A Man Who Changed Things
Pocahontas: Daughter of a Chief

GETTING TO KNOW THE WORLD'S GREATEST ARTISTS

Leonardo Da Vinci
Edward Hopper
Mary Cassatt
Picasso
Van Gogh

THE WORLD'S GREAT EXPLORERS

Edmund Hillary: First to Climb Mt. Everest

Explorers of the Ancient World

Ferdinand Magellan: First Around the World

Henry Stanley and David Livingston: Explorers of Africa

Roald Amundsen and Robert Scott: Race for the South Pole

PICTURE-STORY BIOGRAPHIES

Desmond Tutu: Bishop of Peace

Diana, Princess of Wales

Elie Wiesel: Messenger from the Holocaust

Everett Alvarez, Jr.: A Hero for Our Times

Mother Teresa: Friend of the Friendless

Indira Nehru Gandhi: Ruler of India

Henry Cisneros: Mexican-American Mayor

Sally Ride, Astronaut: An American First

Sandra Day O'Connor: The First Woman on the Supreme Court

PROFILES IN SCIENCE FOR YOUNG PEOPLE: SOLUTIONS

Marie Curie and the Discovery of Radium

Thomas A. Edison: The Great American Inventor

PEOPLE OF DISTINCTION

Chuck Yeager: First Man to Fly Faster than Sound

Diego Rivera: Mexican Muralist

Frederick Douglass: The Black Lion

Ida M. Tarbell: Pioneer Woman Journalist and Biographer

Lenin: Founder of the Soviet Union

Margaret Thatcher: First Woman Prime Minister of Great Britain

Oprah Winfrey: TV Talk Show Host

Sacagawea: Indian Interpreter to Lewis and Clark

Steven Spielberg: Amazing Filmmaker

LERNER

ACHIEVERS

Lucille Ball: Pioneer of Comedy

Neil Armstrong: Space Pioneer

Isaac Asimov: Scientist and Storyteller

SIMON & SCHUSTER

HUMOROUS BIOGRAPHIES

These informal biographies written by Robert Quackenbush provide readers with facts using a story-like format and a touch of humor.

Clear the Cow Pasture, I'm Coming In for a Landing! A Story of Amelia Earhart

Ahoy! Ahoy! Are You There? A Story of Alexander Graham Bell

Don't You Dare Shoot That Bear! A Story of Theodore Roosevelt

Oh, What an Awful Mess! A Story of Charles Goodyear

Watt Got You Started, Mr. Fulton? A Story of James Watt and Robert Fulton

Who Let Muddy Boats into the White House? A Story of Andrew Jackson

Who Said There's No Man in the Moon? A Story of Jules Verne

Who's That Girl with the Gun? A Story of Annie Oakley

SPORTS ILLUSTRATED FOR KIDS

Highlights today's most notable sports figures. Each book contains photographs and a glossary of sports terms.

Jim Abbott

Steffi Graf

Bo Jackson

Michael Jordan

Magazines

Also ask your librarian for the following magazines:

Classical Calliope: The Muses' Magazine for Youth

Cobblestone: The History Magazine for Young People

Cricket

Dynamite

Highlights for Children

Ladybug

School Mates

Science Weekly

Turtle Magazine for Preschool Kids

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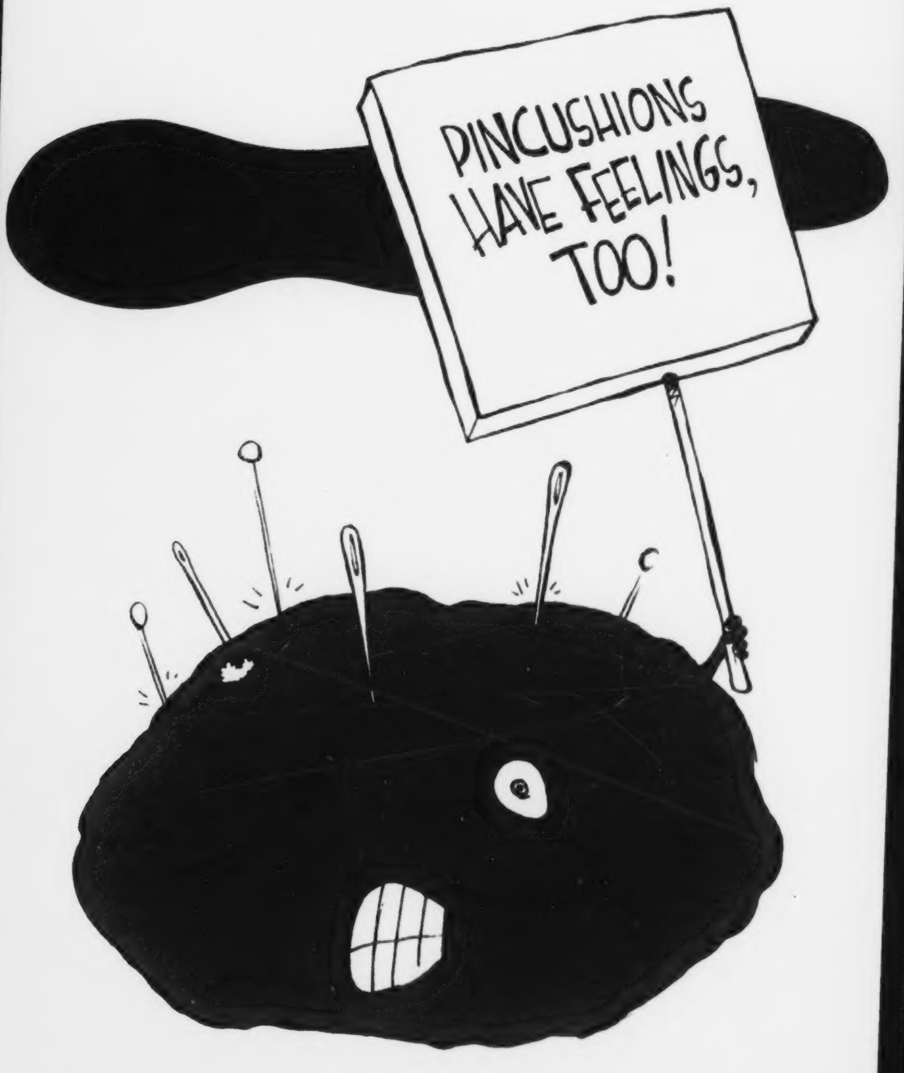
Read-along Stories



PINCUSHIONS HAVE FEELINGS, TOO!

Grandma's Pincushion

by Janet A. Vreeland

Things to do *before* reading the story

What do you suppose your favorite toy would say if it could talk? Pretend you are your favorite toy and tell your Mom or Dad what it would say.

"Ooh! Ouch! That hurts!" the tiny voice squeaked.

Cindy was sure she heard it. But Grandma kept rocking in her rocker, and didn't look up from the sewing in her lap.

"Did you hear something, Grandma?" Cindy asked.

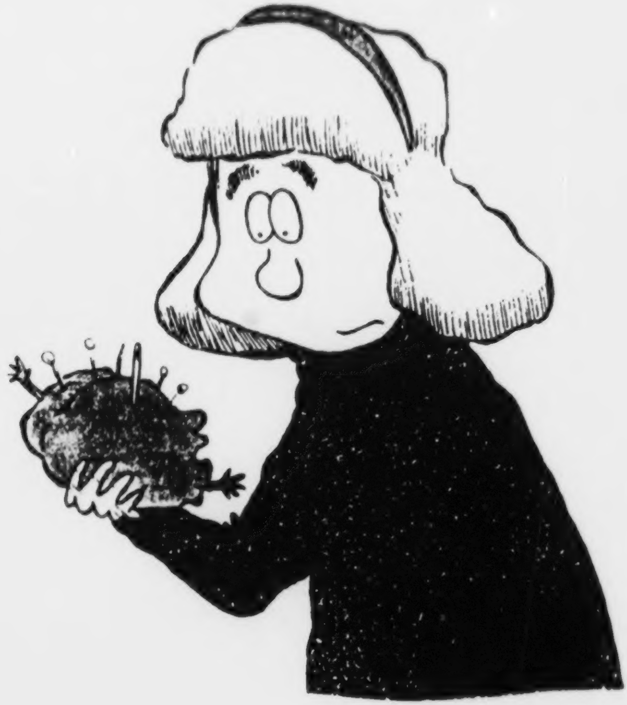
"What, child?" Grandma replied.

"I thought I heard a voice," Cindy said.

"My hearing is not what it used to be," Grandma said. "But I didn't hear anything." Grandma put her sewing aside and went into the kitchen to check the soup on the stove.

Cindy found a pin on the floor and stuck it into Grandma's old red pincushion.

"Ouch!" the tiny voice squeaked again. "That hurts! I have sensitive skin, you know!"



"What?" Cindy asked. She couldn't believe her ears.

"How would you like it if someone stuck pins into you?" the pincushion squealed.

"I wouldn't like it at all," Cindy answered.

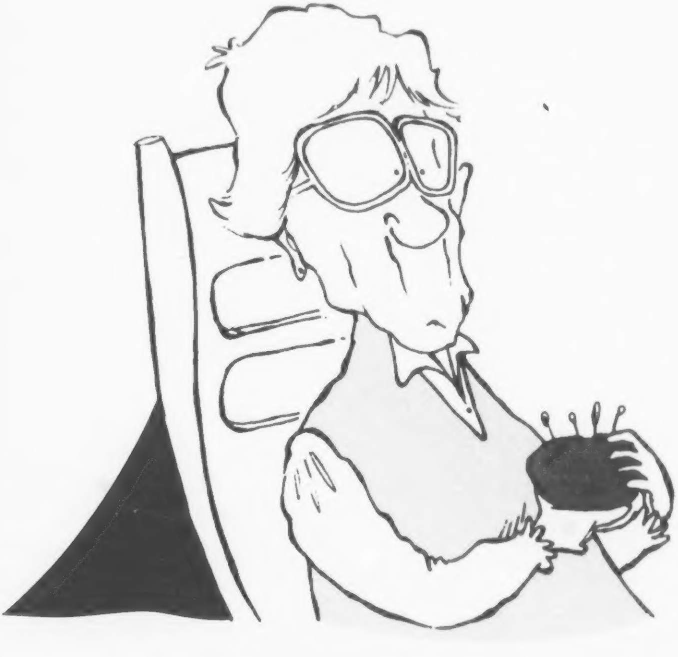
"Who are you talking to, Cindy?" Grandma asked as she came back from the kitchen.

"The pins are hurting the pincushion, Grandma," Cindy said. "It has sensitive skin."

"Does it now?" said Grandma with a small smile. "Why don't you run and get my sewing basket, and we'll see what we can do about it."

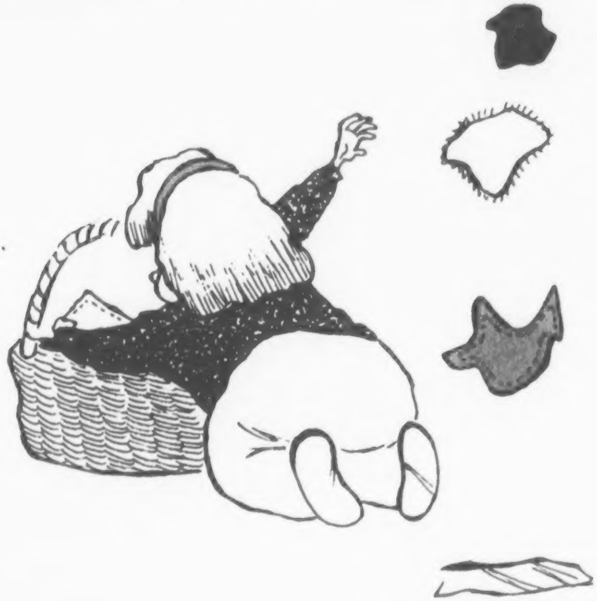
Cindy ran to Grandma's bedroom and came skipping back with the brown wicker basket in her arms.

Grandma was holding the pincushion and turning it around and around to get a closer look.



"My, this does look old," Grandma said. "And there is even a seam splitting on the top. You're right, Cindy, this pincushion must have very sensitive skin! What can you find in my sewing basket?"

"Here is some blue flannel from the pajamas you made me," Cindy said.



"And a piece of tweed from Grandpa's jacket," Grandma added.

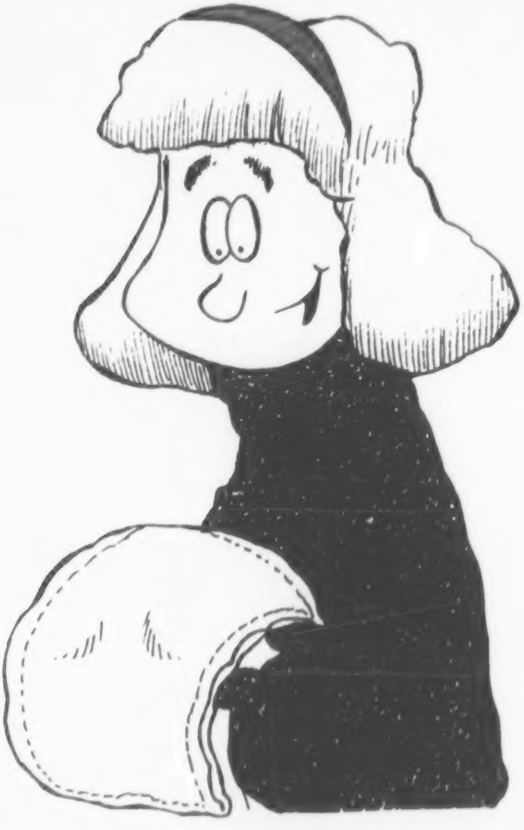
"Yellow lace from the kitchen curtains, too!" Cindy exclaimed.

"Those are all very pretty," said Grandma. "But what we need is on the bottom of the basket."

Cindy dug way down and felt something soft. She pulled it up to the top and unfolded it.

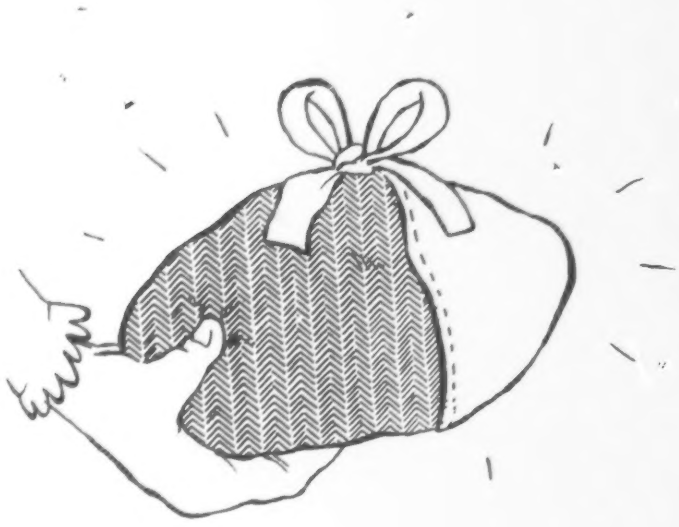
"A quilt piece!" she exclaimed.

"That's left over from the comforter I made last year," Grandma said. "It should be just the thing for sensitive skin."

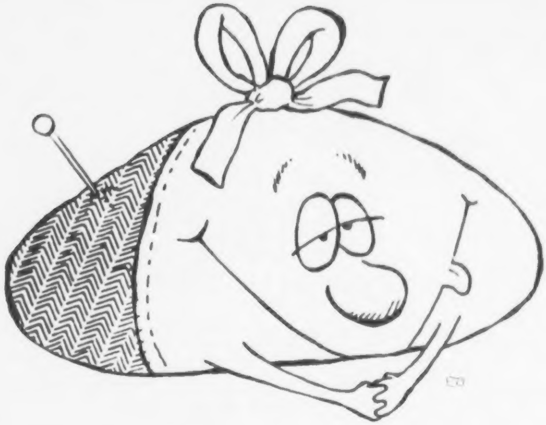


Cindy watched as Grandma cut a circle out of the quilt scrap and wrapped it around the pincushion. Grandma's fingers moved so fast that in no time the pincushion was covered. Then Grandma sewed a piece of blue flannel up one side, and a piece of tweed down the other. Then she made a bow out of the yellow lace and sewed it on top.

"How's that?" Grandma asked, handing the pincushion to Cindy.



"It's very pretty," Cindy replied. She picked up a pin and slowly pushed it into the side of the pincushion.



"Ah," the tiny voice sighed.

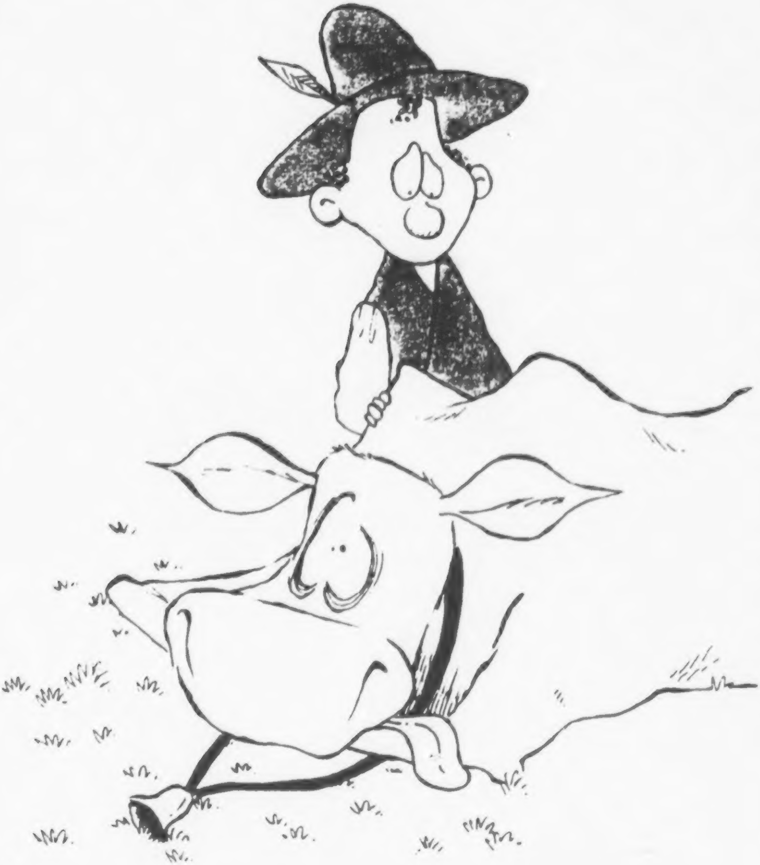
"Did you hear something, Grandma?" Cindy asked.

"I told you child, my hearing is not what it used to be," Grandma answered. She picked up her sewing and, rocking in her rocker, smiled at Cindy.

Cindy smiled, too.

Things to do *after* reading the story

Instead of throwing her old pincushion away and buying a new one, Grandma fixes the pincushion so that it is as good as it was when it was new. Do you like to fix things that are broken or worn out? With your Mom or Dad, make a list of the things your family fixes up like Grandma fixed up the pincushion.



Challenge to the King

by D. J. Chaconas

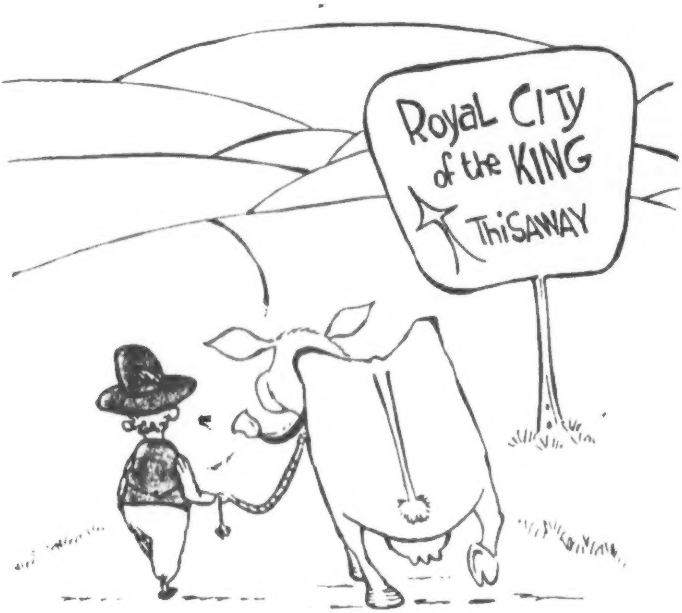
Things to do *before* reading the story

In this story, the king asks other men to challenge him. What is a challenge? Has anyone ever challenged you to do something? Did you do it or not? Can you think of anyone you would like to challenge? What would you dare that person to do?

Long ago there lived a boy named Matthew who had a cow named Trinka. Matthew loved Trinka with more warmth than the sun could give in a year's time. But now his heart ached. Trinka was ill. She looked at Matthew with mournful eyes. And she told him her troubles in a low, sorrowful voice.

"Oh, my Trinka!" Matthew would say, "If I had some gold, I could take you to a doctor." And then Matthew would bury his face in Trinka's neck, almost crying.

As the days passed and Trinka did not get better, Matthew decided upon a plan. He would take Trinka to the Royal City of the King, where there were many doctors. And although Matthew had no gold, he knew he must try to somehow find a way to have Trinka cured.

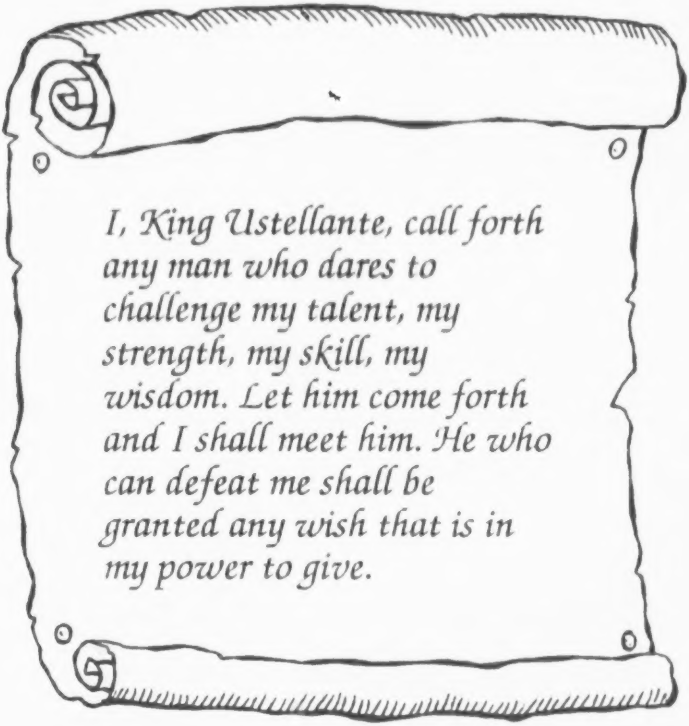


With a rope around the cow's neck, Matthew started slowly on his journey. He had never done such a bold thing before. Would the doctors listen to him? And even if they did, how could he pay them? Matthew didn't know. But he knew that Trinka had to get well. For this, Matthew would give anything.

The Royal City danced with color and hummed with the music of busy people. Matthew kept himself and Trinka as close to the buildings as possible. His head spun in confusion. How would he find a doctor in this big, busy city?

A messenger of the King suddenly stepped in front of Matthew. He nailed a scroll to the wall beside the boy. No sooner had he done this than a crowd gathered.

The announcement read:



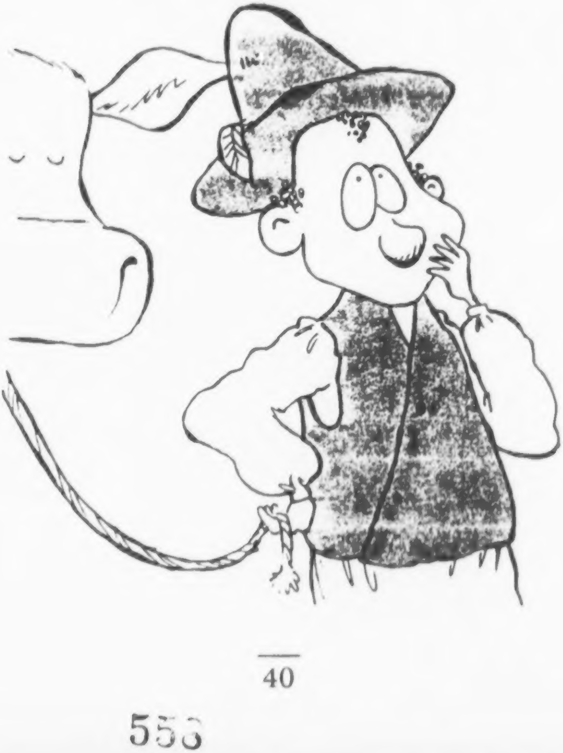
I, King Ustellante, call forth any man who dares to challenge my talent, my strength, my skill, my wisdom. Let him come forth and I shall meet him. He who can defeat me shall be granted any wish that is in my power to give.

"But who can defeat great King Ustellante?" a woman asked. "He is stronger and wiser than any ten men in the kingdom!"

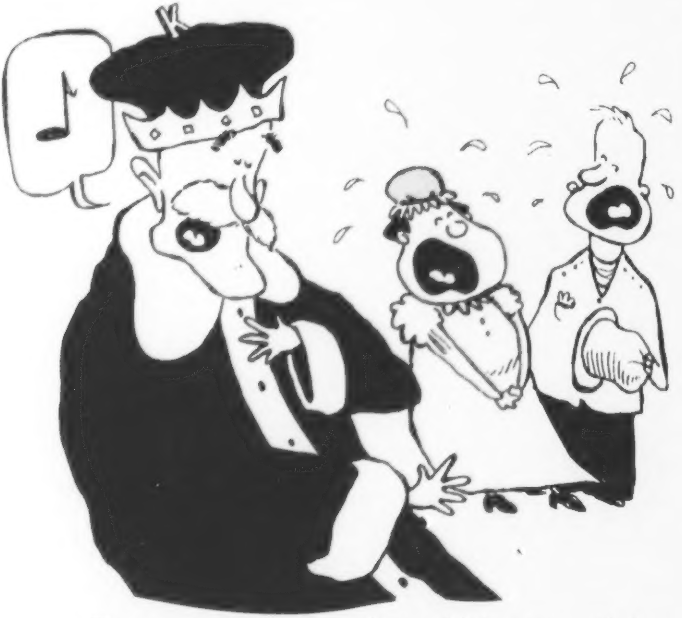
"And more proud than twenty!" another answered. "If it weren't for his pride, he could be a good king."

"He who can defeat me shall be granted any wish . . ." The thought went through Matthew's head again and again. Certainly a king would have the best doctors—doctors who could cure Trinka.

"But in what way could I challenge the King?" wondered Matthew. "I am not wise or talented or powerful."



Even so, Matthew found himself following the people to the palace courtyard. He stayed behind the crowd with Trinka and stood on tiptoe to see. There was the King! The first challenger of the day was a talented singer. But King Ustellante sang with such feeling that the women started to weep, and then even the men.

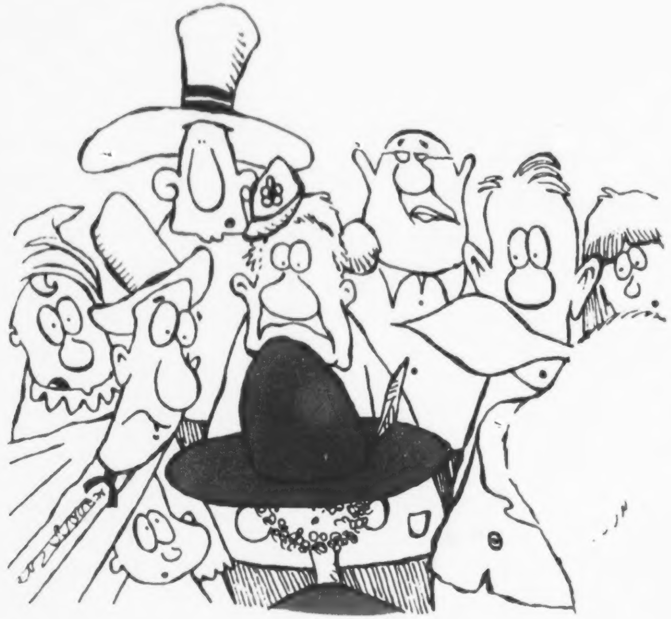


The next challenger showed his strength by lifting two full-grown men. But King Ustellante, with his proud smile, won the challenge by lifting three.

Then a great scholar questioned the King. But the King gave wise and learned answers to the questions.

Hearing the King's wisdom, an idea came to Matthew. In his excitement, he called out without thinking. "Can you cure my cow?"

The courtyard became suddenly quiet. Everyone turned to Matthew who was now trembling with fear.



"What is your challenge, country boy?" the King asked.

Matthew stammered, unable to answer. Then he felt Trinka's nose rubbing him from behind. It gave him a moment of courage, and he spoke out. "Can you cure my cow?"

At first the King laughed. But then he roared in such an angry voice that Matthew thought his legs would fold under him.

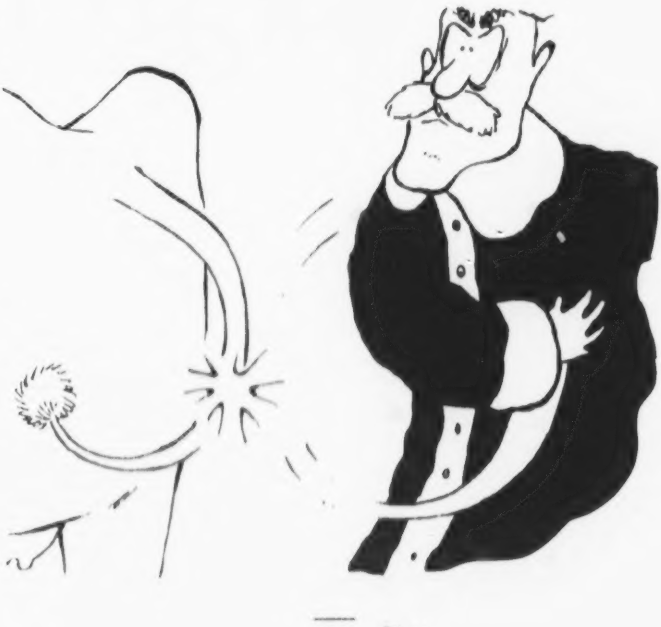
"What kind of challenge is that?" the King demanded. "Is it a challenge at all?"

"No!" the Royal Court said. "It is not a challenge unless the boy himself has the power to cure the cow."

"Well? Do you?" bellowed the King.

Matthew shook his head.

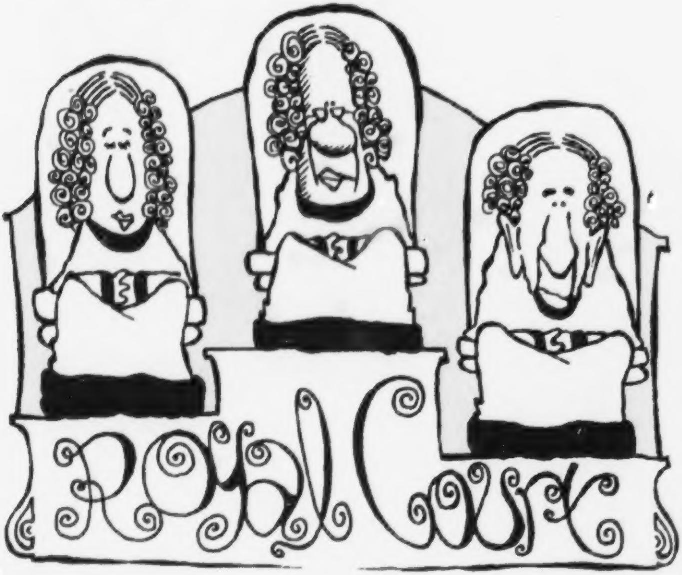
"Then take yourself and your cow out of here!" the King roared. And with that he gave Trinka's tail an angry slap.



The cow jumped, and Matthew spun around. All his fear turned into anger against anyone who would hurt his Trinka.

"You would hurt a cow that is ill?" Matthew shouted. "Have you no honor? No decency?"

"Is that a challenge?" the Royal Court asked.

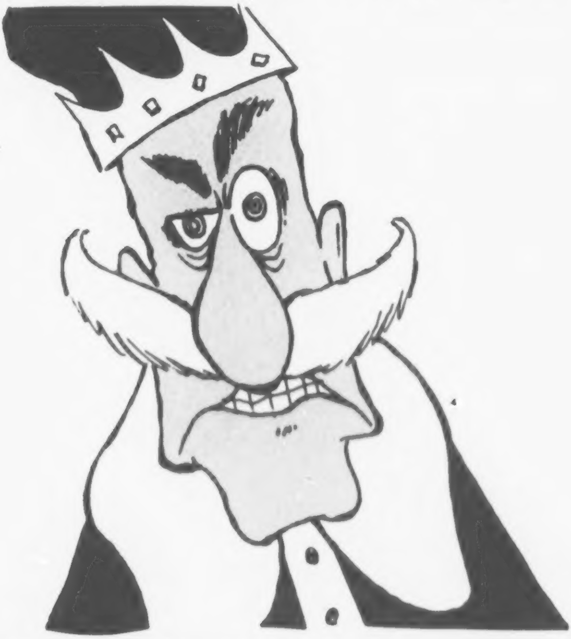


"Yes!" Matthew answered. "I challenge His Majesty to apologize!"

A shocked silence filled the courtyard. The whole Royal Court looked to the King.

"I won't apologize to this country boy!" the King said. "And I won't apologize to a cow!"

"But, Your Majesty," the Royal Court said, "it's a challenge. If you cannot do it, you will lose."

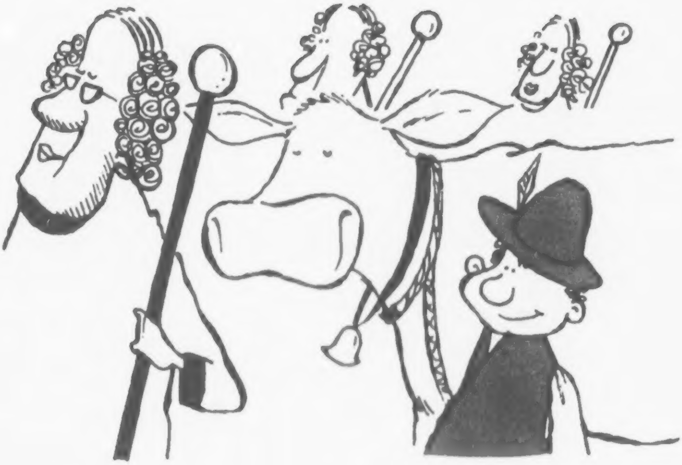


The King's eyes blazed. His face turned deep red in his fury. But he could not say the words. Finally he turned away from Matthew, unable to look into the boy's eyes any longer.

A cheer went up from the people. "The boy has won!"

A moment passed before Matthew understood their cheers. And then a great shock of joy passed through him.

"Trinka, Trinka," he cried, "I can have any wish I want!"



The Royal Court led the boy and the cow into the palace, to King Ustellante, who no longer wore a proud smile.

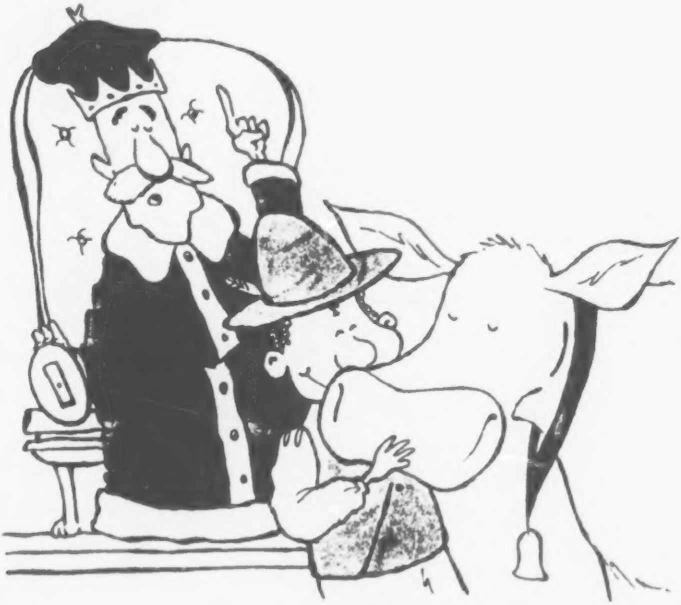
"And what is your wish?" the King asked, his voice suddenly quiet. "Do you wish half my kingdom?"

Matthew shook his head. "I wish only that my cow Trinka be cured. I want her to be well again."

"And that is all?" the King asked, surprised.

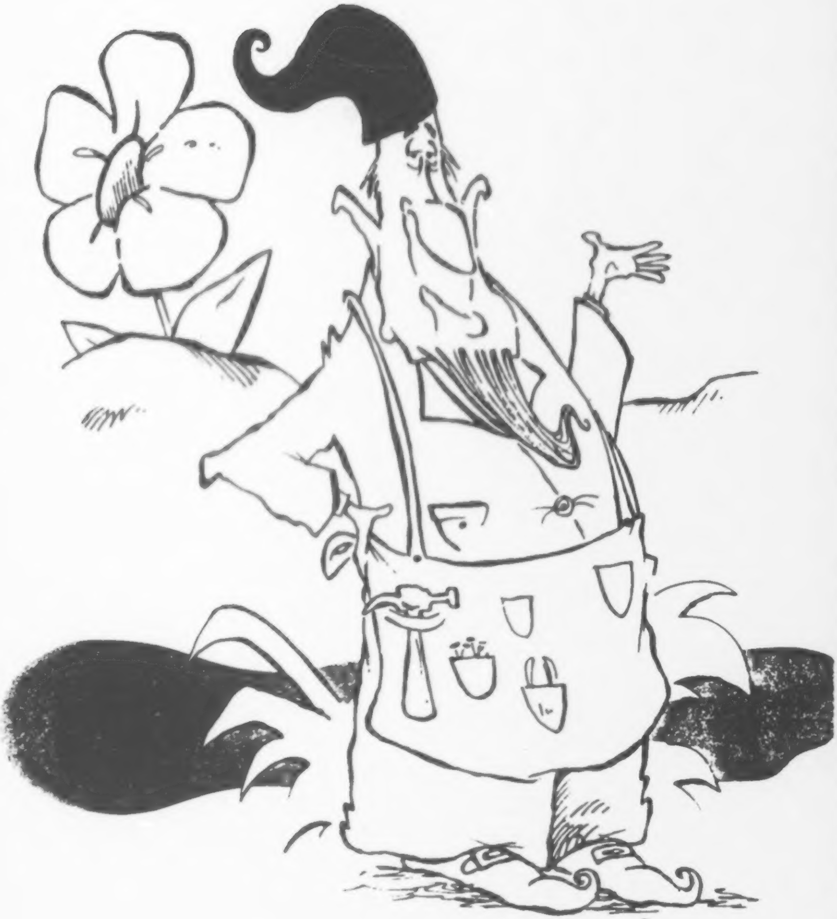
Matthew nodded. Then there was a long silence.

"Your wish shall be granted," said the King. Then he added with a smile, "And I apologize to you and your cow."



Things to do *after* reading the story

The king loses the contest because he will not apologize. Why do people apologize to one another? Together, discuss things that you have done for which you wanted to apologize. Then, write your own story in which one character says or does something for which he or she must apologize. Begin your story by writing "Once upon a time there was . . .", and then take it from there.



Danny's Leprechaun

by Patricia Rae Wolff

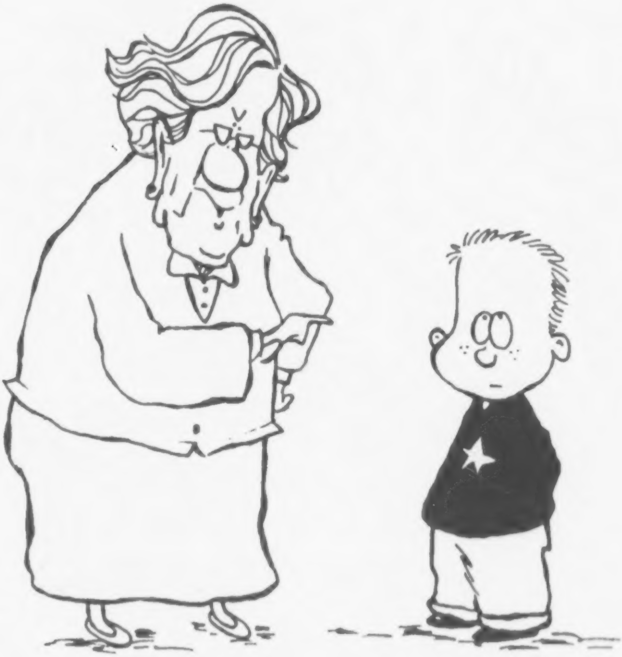
Things to do *before* reading the story

What are leprechauns? This story's title tells us that Danny has a leprechaun of his very own. Have you ever had an imaginary playmate who's your very own special friend? What is this friend's name? Talk about what he or she looks like. What kinds of games does this special friend like to play with you?

If Danny had gone straight home after school, he would never have caught the leprechaun, and he would never have had the chance to ask for his pot of gold.

"If ye e'er catch a leprechaun," Danny's grandmother had said many times, "he has to give ye his gold. It's the rule. But dinna take yer eyes off him. He'll try many a trick, but ye have to be smarter than he."

"There are no leprechauns in this country," Danny told her. "Only Ireland has leprechauns." And they may not even be there, he thought to himself.

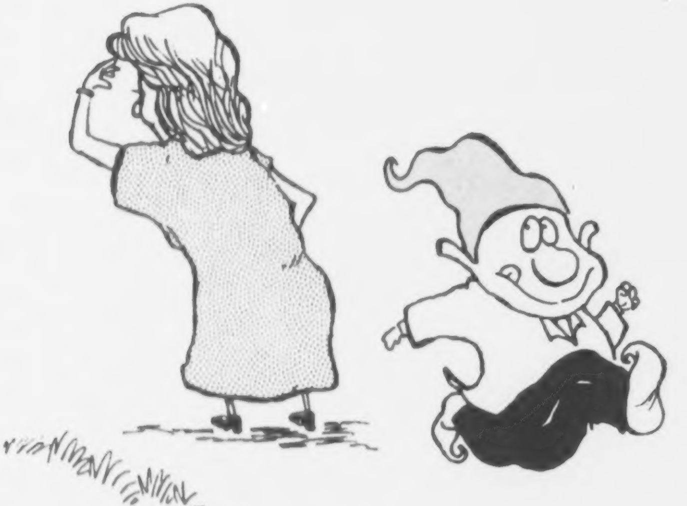


"There be little people where'er there be Irish folk," his grandmother insisted. "And you, Daniel Timothy O'Rourke, with yer Irish parents and yer Irish grandparents and yer Irish great-grandparents for hundreds o'years, be Irish folk! E'en if ye ne'er put a foot in the old country, ye still be an Irishman."

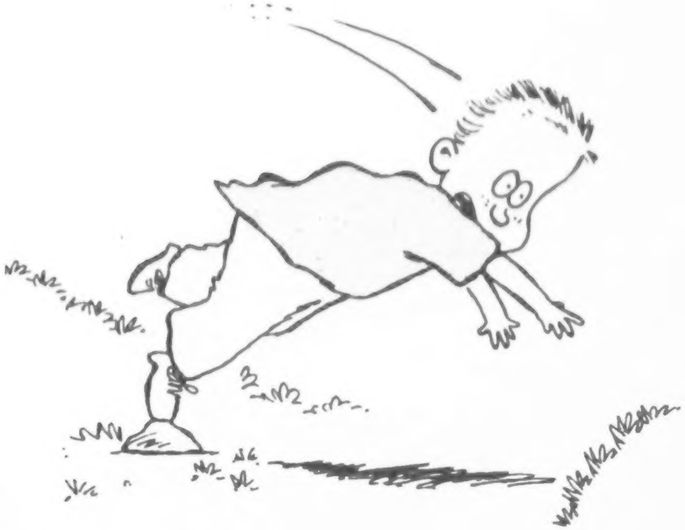
"But nobody around here has ever seen or heard a leprechaun," Danny argued.

"Dinna be too sure," his grandmother said. "When I was awalking through that big park on the way downtown, I heard a rap-a-tap-tap that coulda been a leprechaun himself, mending shoes for the little people. And I should know for having caught a leprechaun when I was a young lass."

Danny had heard the story many times. Grandma had caught a leprechaun and might have gotten his gold if he hadn't tricked her into turning around. As soon as she looked away, the leprechaun vanished.



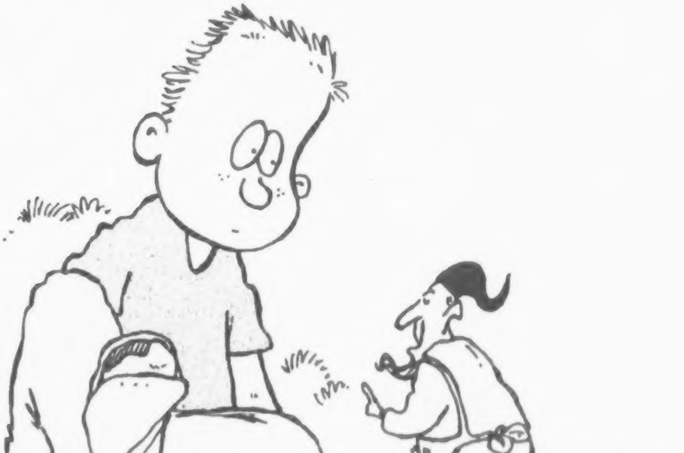
Danny didn't really believe the story, yet . . . That's why Danny went into the park instead of going straight home from school. He didn't stay on the path, but walked into the thickest bushes, under the tallest trees, listening for the rap-a-tap-tap his grandmother had told about. It was the luck of the Irish that he caught the sole of his shoe on a rock and tripped.



"Oh, darn," Danny muttered to himself. He looked down at the hanging sole of his shoe. He would have to walk all the way home flapping the sole. It's too bad there really wasn't a shoemaker in the woods. Or was there?

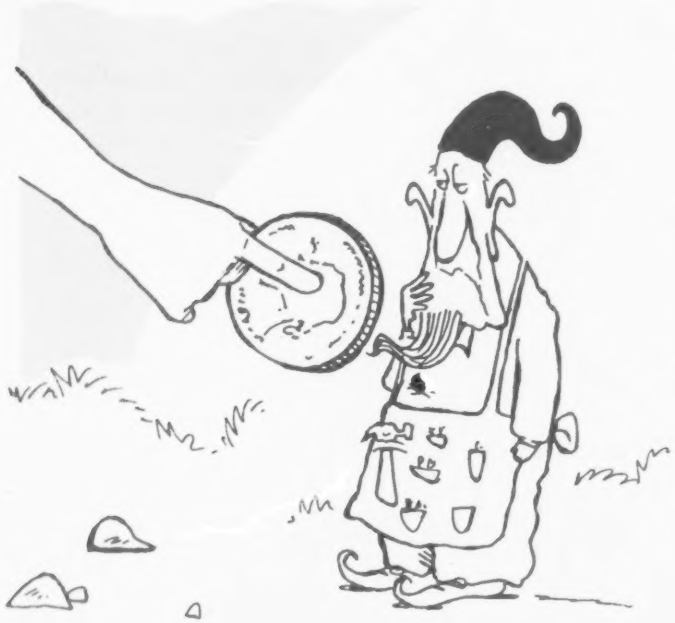
"Oh no," Danny said out loud. "I've broken my shoe. How can I ever get home?" Danny waited. Then he said even louder, "If only there was somebody who could fix this old shoe so I could get home for dinner." He waited again. "I'd even pay a quarter to anyone who could fix this old shoe."

The little old man with a long gray beard appeared from nowhere. He wore a little red hat, a green coat, and brown pants. Around his waist was a leather apron with several pockets and a little hammer hanging at the side. "A quarter, ye say. Now ay might be ahelpin' with that shoe for a quarter."



"Who are you?" Danny asked. Danny didn't want the leprechaun to get suspicious. A lot of kids, especially kids who aren't Irish, don't know about leprechauns.

"I'm Loun Lusmore, and I jest be knowin' how to fix yer shoe . . . for a quarter. Where's your quarter?"

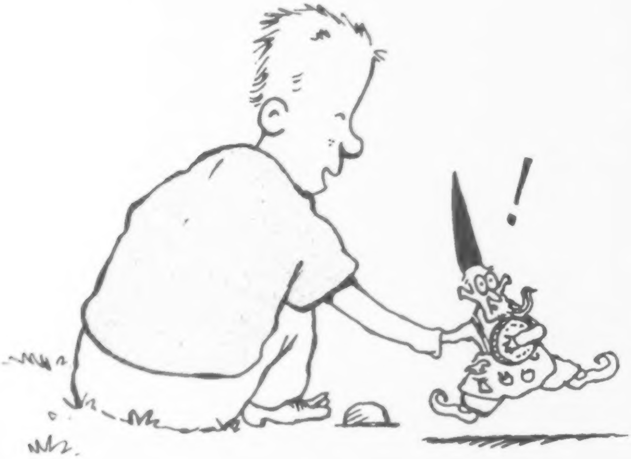


Danny reached into his pocket and pulled out the coin. He held it out. The leprechaun eyed it warily. "It's not gold," the little man said.

"It's better than gold," Danny told him. "You can't spend gold . . . only quarters."

The leprechaun thought about that for a bit. The fairies still used gold, of course. They gathered it from the golden rays of sunset and the golden pollen of flowers and the golden strands that fell from butterfly wings. But it had been many years since Loun Lusmore had made shoes for a human. Maybe the boy was right. Maybe people didn't use gold anymore. In that case, maybe Loun should start saving quarters.

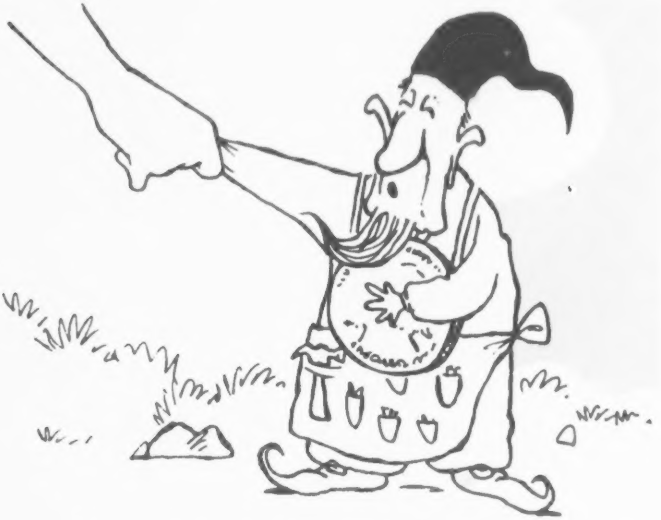
The leprechaun reached greedily for the coin. Just as he took it, Danny grabbed his wrist. "Gotcha," Danny said.



Oh, how that old man wriggled and squirmed to get loose! Danny held on tight, never taking his eyes off the leprechaun for even an instant. The old man stopped struggling and said, "Ye can have yer quarter back."

"Ay, and why should I be takin' only a quarter when I can have yer whole pot o' gold?" Danny asked, talking with the accent his grandmother used. It seemed fitting to speak with an Irish brogue when talking to a leprechaun.

"Owwee," the leprechaun moaned," and I jest a poor shoemaker. Where would I be havin' a pot o' gold?"



"Ay, and that's what I be wantin' to know," Danny answered. "Where is your gold?"

"Ye be too smart a laddie for me. Me gold's under me bed. I'll go and bring it," he said, pulling his arm away.

"Oh no you don't," Danny said, holding even tighter. "We'll both go and get it."

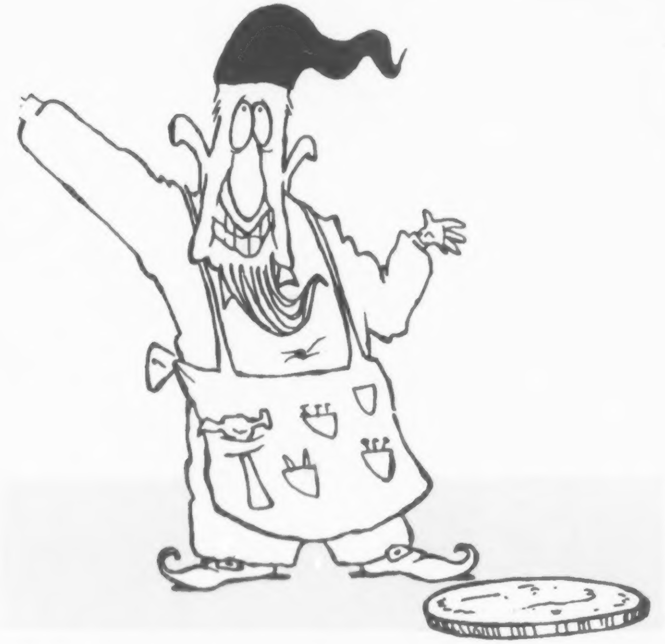
"But ye wouldna' be able to walk so far with yer shoe aflappin' like that," the shoemaker said.

"Then first you'll fix my shoe."

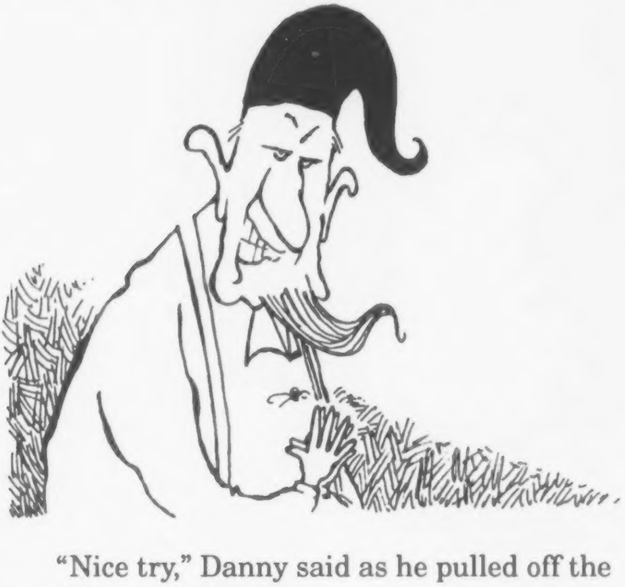
"I'll need me tools from over by that tree," the shoemaker said. Danny almost looked away to where the little man pointed, but remembered just in time.

"Your tools are in the pocket of your apron," Danny said.

The shoemaker looked down. "So they are," he said. "But how can I be fixin' yer shoe with only one arm?"

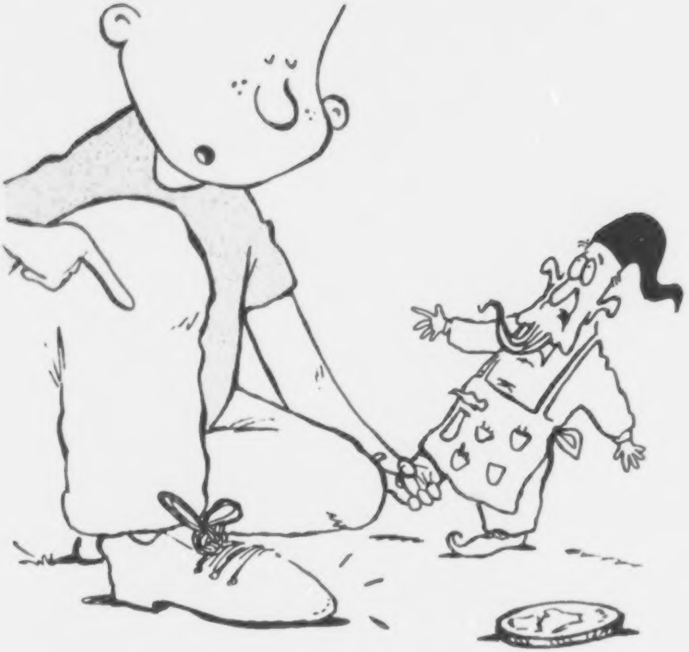


"Then I'll hold your leg," Danny said, grabbing the leprechaun by the ankle. He was careful not to let go of the arm until he had a tight grip on the leprechaun's leg. The little shoemaker pulled out his hammer and some tiny nails. "Give me yer shoe," Loun Lusmore said. Danny reached down to untie the shoe and could feel a large knot in the lace. He fumbled with the knot, trying to untie it without looking. How could the lace have gotten so knotted, he wondered? He saw the mischievous look on the little man's face, and he suddenly knew where the knot came from.



"Nice try," Danny said as he pulled off the shoe without untying it.

The shoemaker fixed the shoe in an instant. "Now untie that knot," Danny ordered.



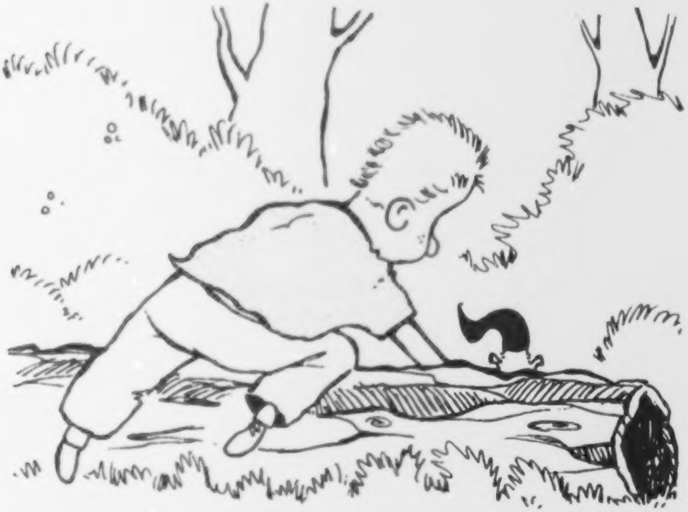
Loun pretended to work hard at untying the knot. "Ay, but it's a stubborn one," he complained.

"You can do it," Danny said, watching out of the corner of his eye as he kept staring at the leprechaun. His eyes were starting to get tired from staring, but he remembered what his grandmother said.

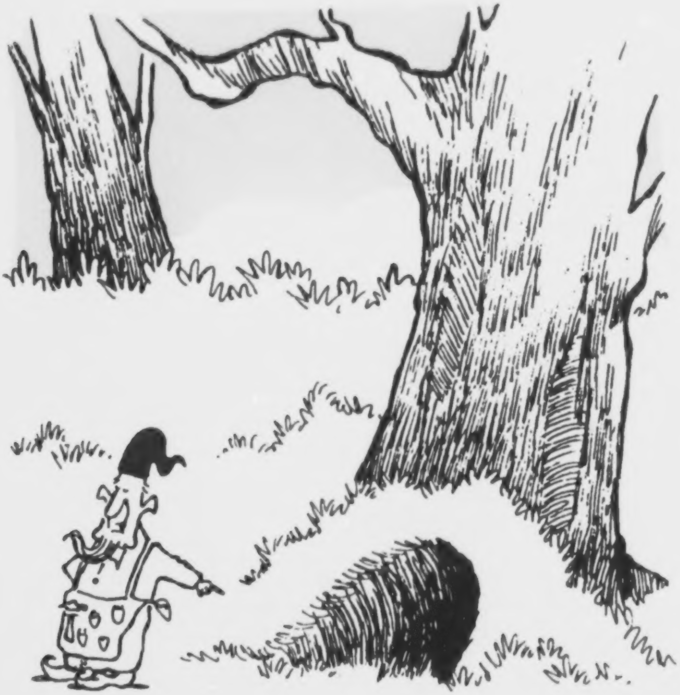
"Never take your eyes off a leprechaun for even an instant."

The knot came undone. Danny took the shoe and put it on without looking. Then he put his foot up in front of the little man. "Now tie it again," he said. He could feel the shoe being tightened and tied. "Now let's go get that gold."

"It's in me house under the big oak tree near the pond," the leprechaun said. Danny shifted his grip to the leprechaun's arm, and keeping his eyes constantly on the leprechaun's head, he followed the little man through the woods. It was difficult climbing over fallen trees and under bushes. Danny was sure they were going the hard way, and though he almost fell several times, he was careful never to look down.



When they came to the big tree, the leprechaun pointed to a rabbit hole under the trunk. "It's in there," he said.



"Get it," Danny said, not looking where the leprechaun pointed.

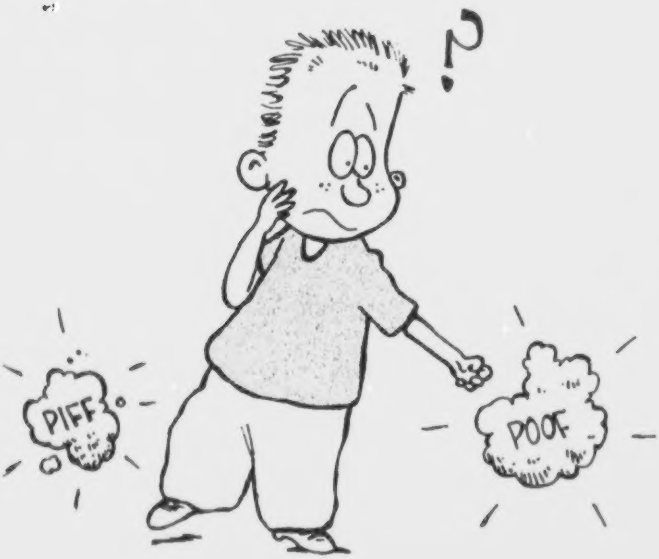
"Now, how can I crawl way into me home and under the bed with ye ahangin' on to me arm?"

"You'll find a way," Danny said without easing his grip.

The leprechaun sighed. He snapped his fingers, and a big black pot filled to overflowing with gold coins suddenly dropped with a thud to the ground in front of Danny. "There be me gold," Loun Lusmore said.

Danny forgot! As he looked down at the pot full of gold, his hand was suddenly empty. The leprechaun's arm—and the leprechaun—and the pot of gold disappeared into thin air.

"Here's yer quarter back," a voice out of the air said with a laugh. The quarter fell from above and landed exactly where the pot of gold had been.



Danny decided he would never tell his grandmother about the leprechaun. She'd never let him forget how stupid he had been. Danny would never forget it either. But at least he got his shoe mended for free. And maybe someday he would show it to his own grandchildren. He'd tell them about the day he caught a leprechaun and warn them about looking away.

Maybe!

Things to do *after* reading the story

Although Danny's grandmother told him about how a leprechaun had once fooled her, Danny is still tricked by the sly little leprechaun he meets in the park. Write your own story about a time when you were tricked by someone. To whom would you go for advice about how to avoid being tricked? Why?

We hope you have had fun with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten.

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities.

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening.

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents who want to encourage their children to read. Offers several practical activities for parents.

Creating Readers and Writers, by Susan Mandel Glazer. Suggests parents (1) encourage the use of language, (2) build positive attitudes toward reading, writing, and speaking, and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups.

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve a wide range of adolescents' needs.

Your Child's Vision Is Important, by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties.

Encouraging Your Junior High Student to Read, by John L. Shefelbine. Discusses why reading for pleasure is important. Suggests how to find time for reading, gather a variety of reading materials, and help a child who has difficulty reading.

Cost per booklet is $1.75

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101 Ideas to Help Your Child Learn to Read and Write
by Mary and Richard Behm

Offers 101 practical suggestions for parents to help their children develop reading and writing skills in the home environment. Ideas include bedtime activities, using television, travel, games, and many other ways to incorporate literacy into the home.

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Stories for Children and Parents:

1. Make the story fun for children—your primary audience. The adult reading along will enjoy the story if the child does.
2. Make sure that your story is acceptable to parents. We do not want parents to reject the story because it is inappropriate for their children. Writing a story that is interesting to children and at the same time pleasing to parents is a big challenge.
3. Your story should be no longer than eight double-spaced pages with one-inch margins.
4. Correct grammar and syntax are important. For the most part, we choose to model correct standard English.
5. Be careful about the vocabulary you use in your story. Rule out really long and difficult-to-pronounce words.
6. Make your stories gender inclusive. Do not use sexist terminology or ideas. Our stories must be interesting to both boys and girls.
7. You may illustrate your own story, but the illustrations must be line drawings in pen and ink only. The drawings must be able to be scanned, so too much detail will not work.
8. Stories that have action and dialogue work well for the audio portion of the magazine.

Articles for Parents:

1. Articles should contain practical information and helpful strategies. Anecdotes and other experiences modeling useful learning methods are particularly desirable.
2. Your article should be no longer than four double-spaced pages with one-inch margins.

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- *Reading Aloud*
- *Learning to Think Critically*
- *Going Places*
- *Facing Loss and Grief*
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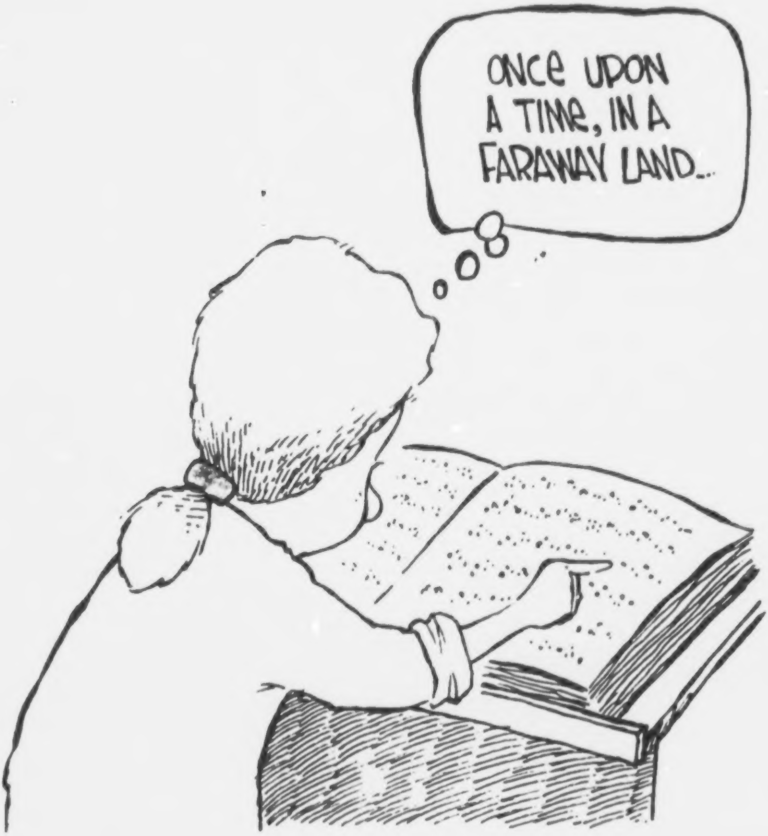
Parents and Children Together

Special Needs of Special Children

Read-along Stories:

Reddy the Geranium
Everything for Sca
Frogs on the

This booklet has a companion audio tape on "Special Needs of Special Children." Occasionally there are directions on the tape that do not appear in the booklet or headings in the booklet that aren't spoken on the tape.


ONCE UPON A TIME, IN A FARAWAY LAND...

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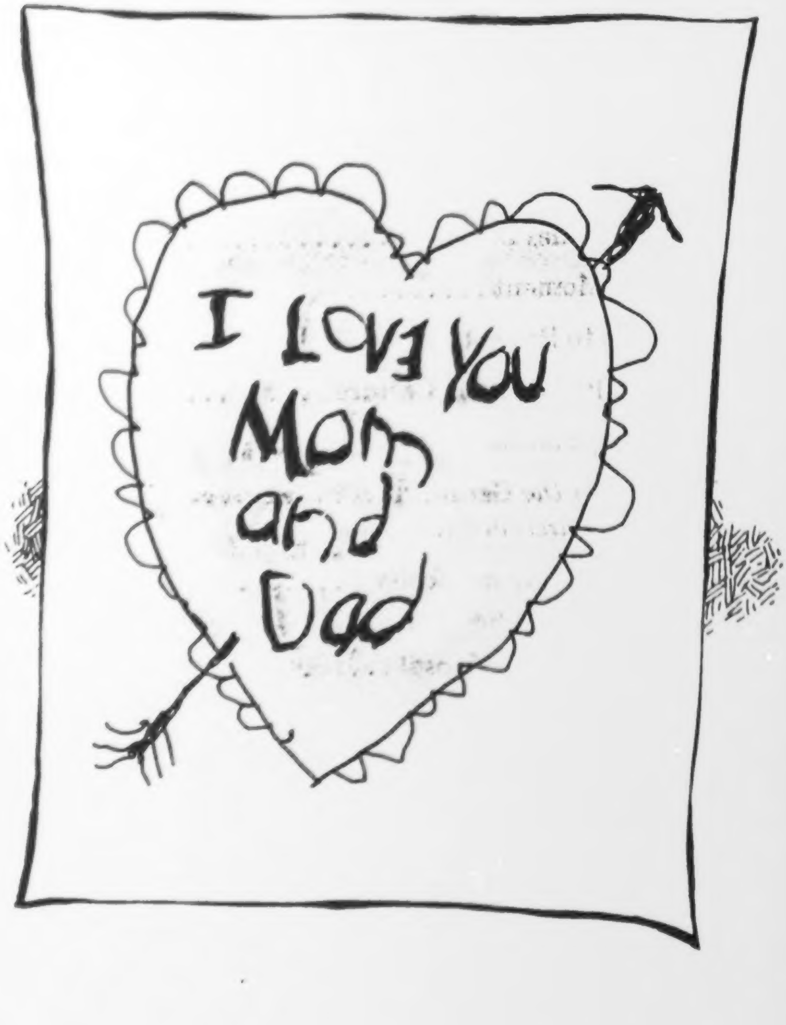

I Love You
Mom
and
Dad

Getting Started

Welcome to this issue of *Parents and Children Together.* Who are special children? All children are special. In this issue we will talk about children who are especially special because they learn differently than other children do.

On side B of the audio tape (and in the second half of the booklet) you will find three read-along stories. We encourage you to listen to these stories and to read them with your children so that they may participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.

Unconventional Learners

Did you know that when he was a child, Thomas Edison was considered abnormal because he didn't fit in or do well at school? Woodrow Wilson, the president who began what would later become the United Nations, did not learn the alphabet until he was nine and did not read until he was eleven. And Albert Einstein, everybody's example of a genius, did not speak until he was three. Reading and writing remained difficult for Einstein throughout his lifetime, and he was able to learn foreign languages only with great effort. At some time in their lives, each of these very accomplished men was considered a slow learner. We mention them to remind you that all kinds of great people have had to work hard to overcome learning problems.

E=MC²! E=MC²!
GOO! GOO!

If your child is learning disabled, that doesn't mean that she can't learn; it may mean that she learns differently than the majority of children. Your child may simply need to approach learning in an unconventional way, or she may require a bit more practice to learn the basics of reading or to understand how to do long division.

Even though we all feel that every child is special, we also know that some children need special attention because they don't learn with the usual classroom approaches. Randy was that kind of special child.

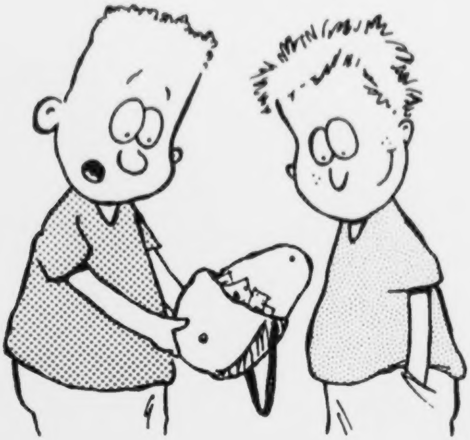
Randy, who was in the fourth grade but couldn't read or write, was brought to me by his mother, a single parent at her wit's end. "He hates school," she said. As anyone would, I thought, if he had been unsuccessful there for three and a half years.

I asked Randy to tell me what things he did outside of school that excited him. He said he and a friend went to a junkyard and looked into old cars to see what they could find. "Have you found some interesting stuff?" I asked.

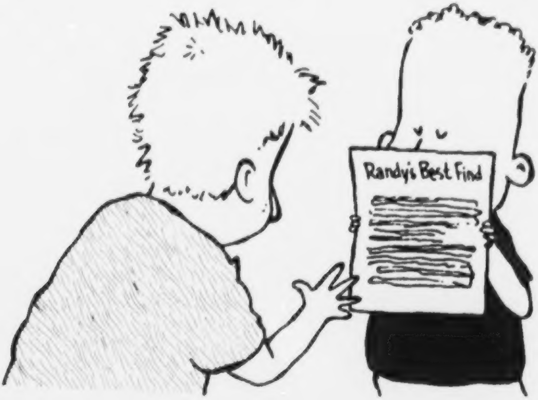
"Oh yeah," he smiled, "and we sell it."

"Tell me about the time that you made the most money," I replied. Then as he described this treasure hunt, I wrote down exactly what he told me.

"Me and William climbed under the fence and went to this crashed up car they just brung in. The front part was all smashed. We climbed through a broken window and found an umbrella on the back seat. Under the seat we found a purse with about six dollars in it.



"The trunk was locked so we hunted for something to get it open. We found a tire thing and pushed until the lock broke. There were two good tires and a suitcase there. And some tools. We sold all that stuff for $42.00. That was the best."



That's the way Randy told it. I printed out his story, and we read it aloud together. He was so pleased to see his own words on paper that he took a copy with him to show to his friend William. At the top we wrote this title: "Randy's Best Find."

The next time we met, Randy and I read his story aloud, together. Then he read it aloud by himself. Of course, by this point he had most of it memorized. After all, they were his own words. But that was the beginning of reading for Randy. After numerous re-readings, Randy was able to locate specific words in his story.

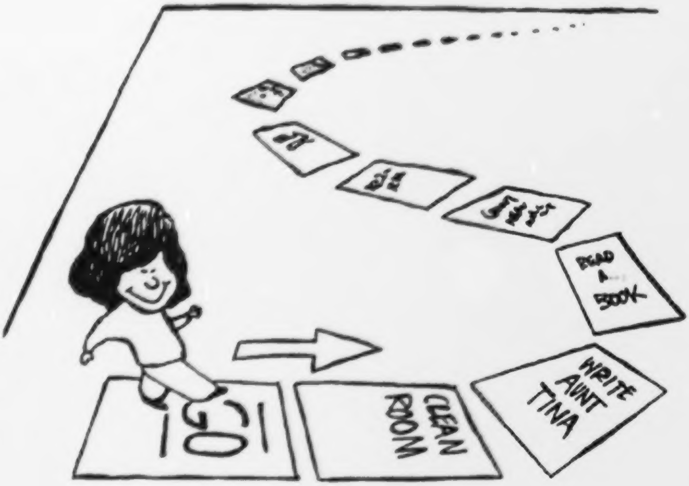
It took a long time, but Randy gradually understood how to move from reading his own stories to reading stories that other people had written. Soon he was able to recognize words and phrases in newspapers and in books. By the time Randy reached the fifth grade, he felt he could read much of what he needed, though he still had to work hard and still needed regular help from a tutor.

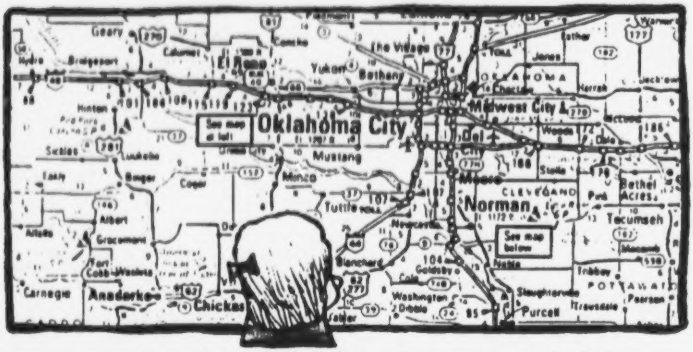
I tell this story because I believe that most children with learning problems can become successful when alternative teaching methods are used and when someone helps them focus on tasks with which they can succeed.

Start with Achievement

Children with learning problems need reassurance. Teachers and parents can help by giving them work with which they are likely to succeed. Randy learned how to read because he wanted to read something he found exciting and because he was asked to start with his own words. In a sense, he was guaranteed success. After that, Randy had the courage to try other written material because he realized that he *could* read if he had the right kind of support.

Other kinds of learning problems can be handled in a similar fashion—start with a task that the child can achieve and then move forward.



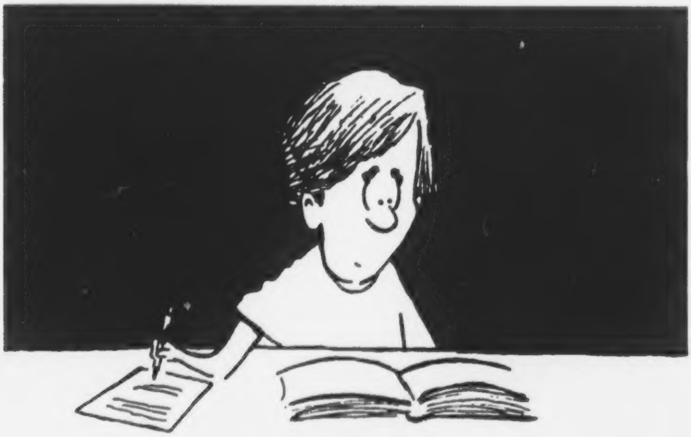

Geary
El Reno
Yukon
Bethany
The Village
Midwest City
Oklahoma City
See map at left
Del City
Mustang
Moore
Norman
Tuttle
Newcastle
Blanchard
Tecumseh
Bethel Acres
See map below
Noble
Purcell
Anadarko
Chickasha
Carnegie
Hinton
Minco
Cleveland
Pottawatomie
Washington
Goldsby
Cole
Slaughterville

For example, if your child finds maps and globes complicated, start her off with a simple map of your neighborhood. By diagraming the streets with which she is familiar, you give her an idea of how people make and use maps. Once she understands why and how people use maps, she can move gradually to more complex maps of the city, of the state, and of the world.

Keep It Short

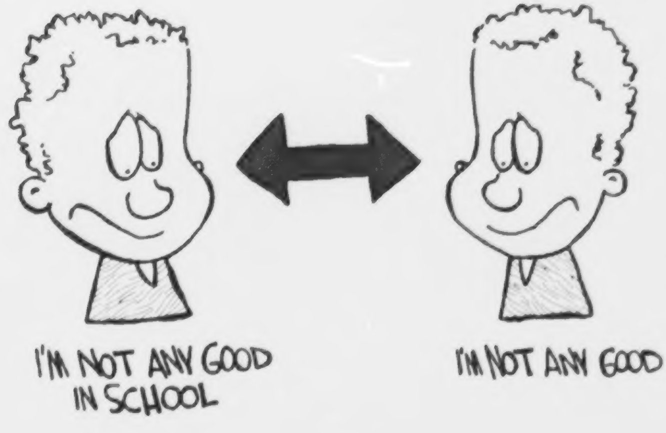
Many children with learning problems seem easily distracted and have a hard time concentrating on reading or other school work. To solve this problem, help your child take a simple step you know she can achieve. Give her something to read that describes action, and make the reading quite short. When the child has to read only a paragraph or two about concrete action, she is more likely to maintain concentration and to be able to report back what she read. With that kind of success, she can gradually grow into reading longer and more complicated materials.

There are many little tricks you can teach your child to help with concentration. One is to read with pencil in hand. At the end of each paragraph, she can write a word or a phrase that reminds her of one important idea in the paragraph. This is not meant to be a summary of the story or textbook chapter she is reading; it is simply a technique for increasing concentration. Another trick that works for some children is sketching. Even in the roughest form, it often helps some children to concentrate if they stop from time to time to draw a picture of what they are seeing in their mind as they read.



Learning and Self-Worth

Many schoolchildren—even those who aren't "difficult" or "problem children"—feel helpless, confused, and angry when they don't succeed. By first grade, many children can't separate "I'm not very good at reading (or writing or arithmetic)" from "I'm not very good." And then feelings of low self-worth influence so much of what they do that their failures continue to prove to them how bad they really are. Children who have learning problems often get caught up in a cycle of failure and inferiority. Because they feel bad about themselves, they don't do well at school, and repeated failures cause them to have even lower self-esteem.


I'M NOT ANY GOOD IN SCHOOL
I'M NOT ANY GOOD

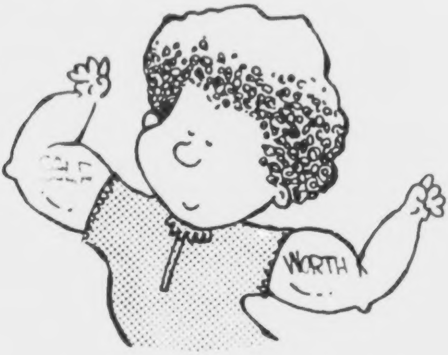
Here are some ways you can help your child grow in his own sense of self confidence:

1. Encourage him to set learning goals that he can reach in a limited period of time. We all get a sense of self-confidence from knowing we can manage our own lives. Setting goals and reaching them gives our children that same sense of self-assurance. Your child might decide that he will pass his next spelling test, read at least one book in the next six-week grading period, or raise his math grade from a "D" to a "C."

REPORT CARD
C

Help your child set realistic goals—for instance, attempting to raise his math grade from a "D" to an "A" may not be realistic. If you help him decide how long he needs to work to accomplish his goal, you will increase his chances of success. Praise the little steps he takes toward reaching his goals and help him celebrate when he succeeds.

2. Help your child learn how to work. You can show your child how to work by giving her jobs that are appropriate for her age and by breaking the job down into simple steps. Your child may not really understand what you mean when you ask her to clean up her room. But if you tell her that she needs to make her bed, put away her toys, and hang up her clothes before her room will be clean, then she will know exactly how to get the job done.

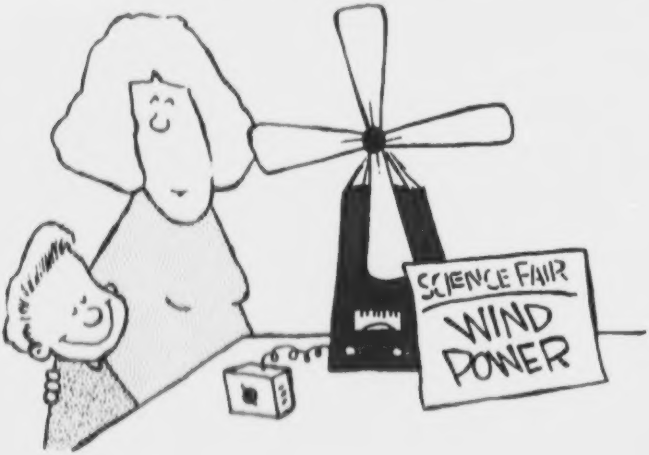


3. Build your child's "muscles" of self-worth with daily praise. You can strengthen your child's self-esteem bit by bit by always having a few words of praise for simple things he does: "Thanks for helping your little brother find his shoes." "I knew you could solve that problem if you kept working at it." "That's just great." Such daily praise builds your child's muscles of self-worth in the same way a weight lifter gets stronger with daily practice. Make an extra effort to let your child know you notice his small victories when he learns something new or helps someone else.

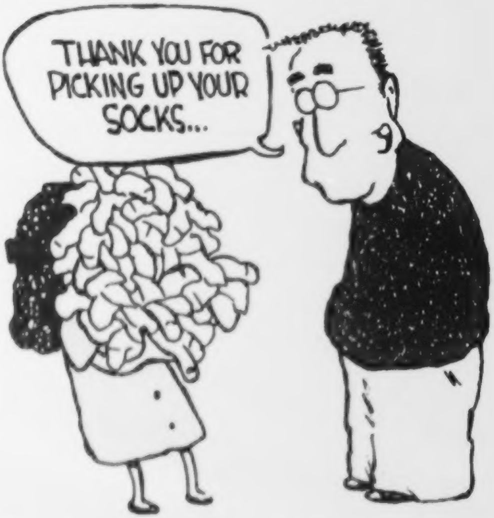
Let Your Child Know What You Expect

All children want their parents' praise and approval, but if children don't know what we expect of them, they cannot judge their own successes. It's especially important for the slow learner to know what level of academic achievement will make his parents feel proud of him.

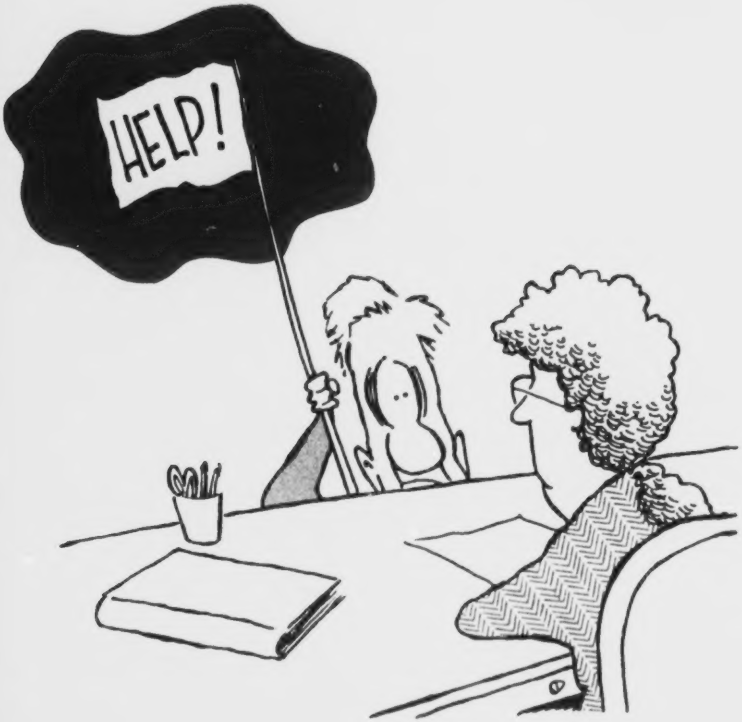
Many parents want to view problems with school as their child's responsibility. Let your child know you are in this thing with her. Help her develop her reading skills by reading fun books with her on a regular basis. You can let your child know how much you care about her success at school by working with her on homework assignments. You can also help by making special school projects (like your son or daughter's exhibit for the science fair) into fun family activities.



All of us need success and praise. Slow learners may need these things even more than other kids do. Avoid heavy-handed criticism, ridicule, and angry reactions to your child's mistakes. These kinds of reactions will only confirm his belief that he can't do anything right. Emphasize the positive. Find something your child can do well and give him recognition for it. Ask him to talk about something new he has learned. For instance, if your child has just learned how to use the dictionary, you might let him show off his new skill by looking up words with him.


THANK YOU FOR PICKING UP YOUR SOCKS...

Special children need to be reminded that everyone, even important grown-ups like their parents and their teachers, make mistakes sometimes. Help your child to see her mistakes as just another opportunity to learn something new.

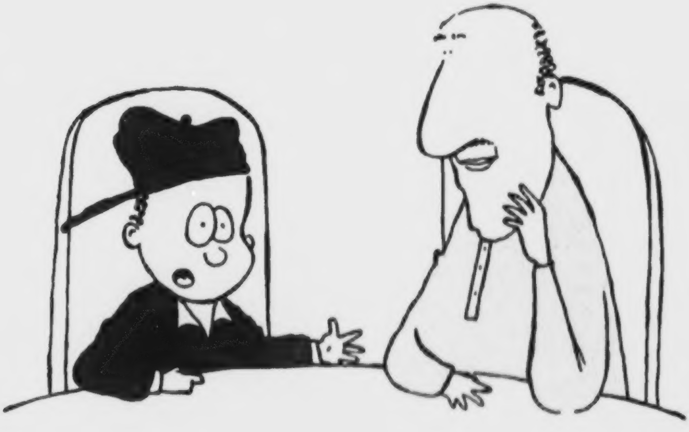


Actions to Take

If you believe that your child has special learning needs, don't be bashful about asking for help. Ask your child's teacher or counselor what resources the school has and then push to get her into that program. Most schools can administer tests and then recommend individualized education programs that may benefit your child. Those programs often include tutoring or small-group instruction that will reduce the distractions and increase the attention your child will receive.

Second, find a book to explain ways to help special learners. You will find some books listed in the pages that follow. You will find these and other helpful books at a library or bookstore. Reading these books will enable you to take practical steps toward solving the particular reading, math, or science problems your child faces.

Encourage your child to tell you about problems he is having with schoolwork. Talk with him about what seems to cause his confusion. He may not have any idea how to describe his difficulty and that's okay. On the other hand, he may be able to give you some insight that will help you and the teacher zero in on the specific knot that needs to be untied. Ask and see.



A Special Moment

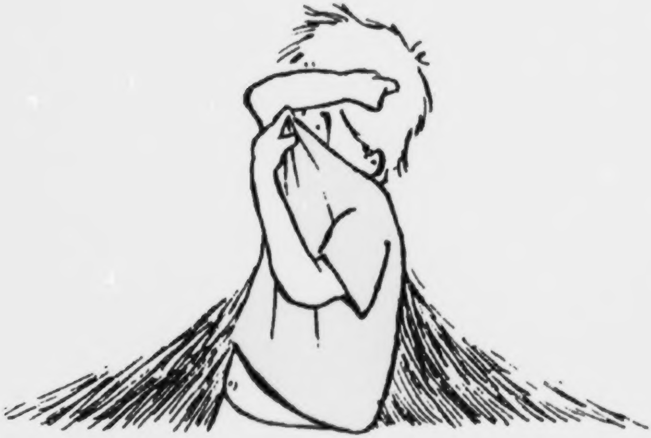
Cathi Owings directs and teaches at the Serendipity Montessori Learning Center in Lafayette, Indiana.

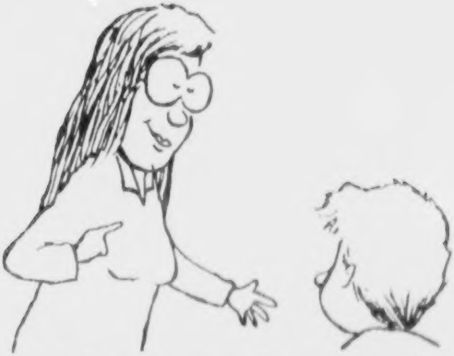
I teach in a classroom for mostly "regular" kids; however, our class also includes two learning-disabled children. They communicate a little differently than the other children do. For instance, nine-year-old Jeffrey, who can *understand* verbal language, often uses sign language to tell us what he wants or to answer questions.

One afternoon, Jeffrey got my attention and signed the word "mom." I knew his mother had left that morning for a four-day trip to Virginia. Because I presumed Jeffrey might be missing his mother, I reassured him by telling him with words, with sign language, and by pointing to the clock that his father would be here to pick him up at 4:30.

Before she left, Jeffrey's mom had been thoughtful enough to make a picture book which she hoped would help him understand her absence. The book was simply a few pages stapled together on which Jeffrey's mom had used crayons to draw pictures of herself driving away in the car, visiting a different city, and then returning home to Jeffrey and his father. I asked Jeffrey if he would like to read the book with me, and he told me he would.

As I read aloud and Jeffrey looked at the pictures his mother had drawn, sadness overcame him. He tried to hold back the tears by putting his face in his shirt. Jeffrey often deals with feelings of sadness by becoming angry and lashing out at anyone who happens to be around him. Frequently this behavior takes the form of aggressive biting and pinching. We were trying to teach Jeffrey other ways of expressing his feelings.





I signed to him that I was sorry he was crying, but that it was okay for him to be sad. We looked at the calendar and counted that in just three "sleeps" his mother would return. Then I asked if he would like for me to hold him. He sat on my lap, and we shared a special closeness together for several minutes. We both grew and learned.

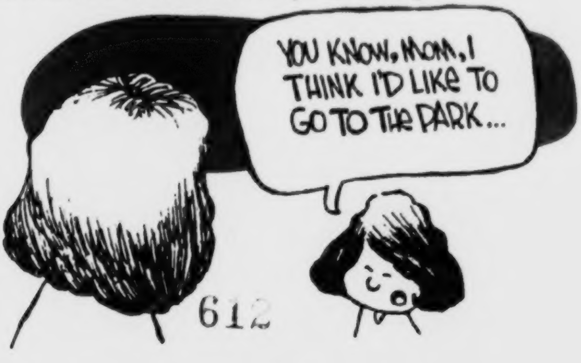
Jeffrey learned a new way of expressing uncomfortable feelings. I learned more about how this child, one with very special needs, goes through the same stages of development as any other child; it's just that these stages are mixed up sometimes. I also learned, first and foremost, that Jeffrey is a child who does not need to be "fixed," but needs to be loved and understood like any other child.

Jeffrey needed help understanding that his mother would come back to him. He also needed to be told that it was okay for him to be sad because he missed his mom. Although Jeffrey wanted me to comfort him, he didn't want me to tell him he couldn't or shouldn't feel sad: he just wanted me to pay attention to his special needs.

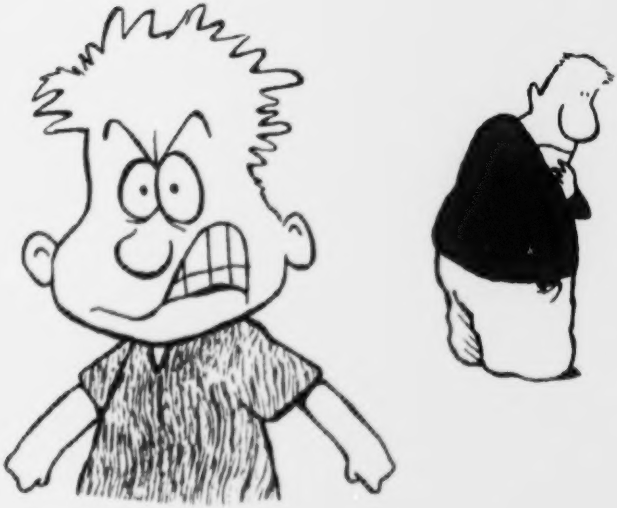
Strategies to Promote Better Behavior

Special children often need help learning to manage anger and frustration. Here's how parents can help:

- **BE A GOOD ROLE MODEL.** Children who see their parents act out their anger and frustration in verbally or physically destructive ways will imitate that behavior.
- **HELP YOUR CHILD LEARN TO BE INDEPENDENT AND SELF-RELIANT.** Teach your children how to do things for themselves, how to ask for what they want, and how to take responsibility for their own mistakes. Children who don't feel powerless are less likely to act up.

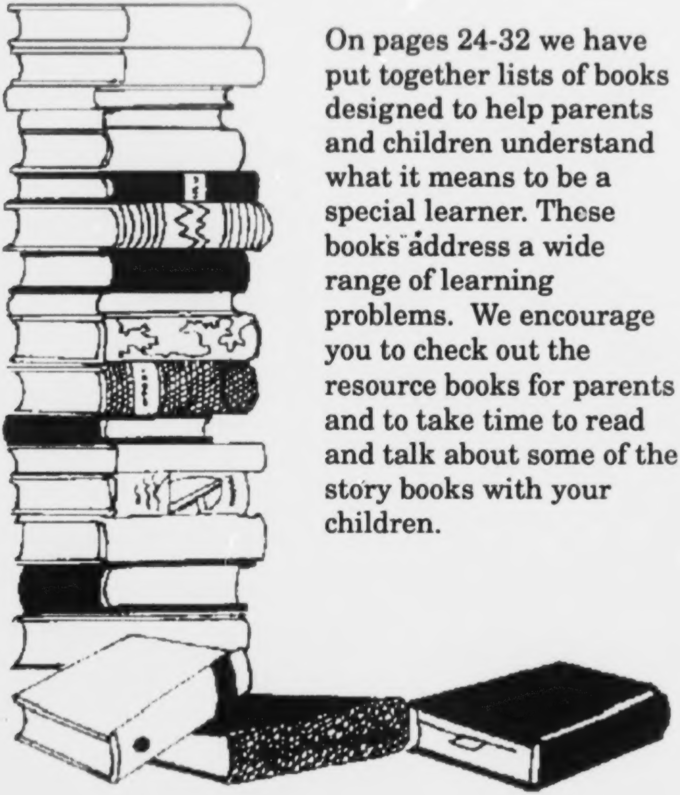

YOU KNOW, MOM, I THINK I'D LIKE TO GO TO THE PARK...

- **TEACH YOUR CHILDREN HOW TO PUT THEIR FEELINGS OF ANGER AND FRUSTRATION INTO WORDS AND TO EXPRESS THEIR ANGER IN ACCEPTABLE WAYS.** Let your child know that it's natural to become angry and frustrated and that you understand what he is going through.



- **MAKE SURE YOUR CHILD KNOWS THAT TANTRUMS WILL RESULT IN A LOSS OF ATTENTION.** Don't let your child learn that throwing a fit is going to get him what he wants. Show him that there are more appropriate ways to get attention, express frustration, or make his desires known. Ignore tantrums as much as you can.

Books for Parents and Children



On pages 24-32 we have put together lists of books designed to help parents and children understand what it means to be a special learner. These books address a wide range of learning problems. We encourage you to check out the resource books for parents and to take time to read and talk about some of the story books with your children.

At the beginning of this issue, we mentioned that side B of the audio tape contains read-along stories. You may want to take some time to look ahead at these stories before you read along with your child. It is also important to talk with your child about these stories before you settle down to read them together.

Before reading the story, talk about the title and things that might happen in the story. Then, after the story is finished, talk about it again. By the way, if in the middle of the story something funny or interesting happens, it's O.K. to stop the tape and discuss the event, or ask your child questions such as "If you were a flower, where would you want to be planted?" or "How are frogs and toads alike? How are they different?" These questions make your conversations about the story more meaningful and more valuable.

When you and your child are ready, turn the tape to side B and listen to the stories as you read along together, or you may wish to read the stories aloud while your child reads along in the booklet.

* * *

Books for Parents

The Learning-Disabled Child: Ways that Parents Can Help, by Suzanne H. Stevens. Written by a teacher who is also a consultant and therapist for disabled children, this book serves as a guide for parents. Provides a working definition of learning disabled, and includes chapters on testing, adaptive techniques, school programs, parents of LD children, and family life. "It is a brief, upbeat, always realistic look at what learning disabilities are and what problems LD children and parents face at home and at school." (*Library Journal*)

Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs, by Bruce L. Baker and Alan J. Brightman. This book offers practical strategies for teaching necessary life skills to children with disabilities. Presents suggestions for teaching basic skills and then offers plans for teaching more advanced self-help skills, such as toilet training, how to play, and self-care. Includes case-studies, activities, and record-keeping forms.

Up from Underachievement, by Diane Heacox (Free Spirit Publishing). Includes practical advice to help children succeed in school. Shows teachers and parents how to support achievement and create a positive learning environment. Provides outlines that show students how to manage their work, form good study habits, set reachable goals, and build self-esteem.

Parenting the Overactive Child: Alternatives to Drug Therapy, by Dr. Paul Lavin.

If Your Child Is Hyperactive, Inattentive, Impulsive, Distractible... Helping the ADD (Attention Deficit Disorder) Hyperactive Child, by Dr. Stephen W. Gabber, Dr. Marianne D. Gabber, and Robyn F. Spizman. Both of these books written for parents give practical suggestions for changing children's behavior without the use of drugs. Each book includes a list of references and a bibliography for further reading.

Understanding Abilities, Disabilities, and Capabilities: A Guide to Children's Literature, by Margaret Carlin, Jeannine Laughlin, and Richard Saniga (Libraries Unlimited).

Portraying Persons with Disabilities: An Annotated Bibliography of Nonfiction for Children and Teenagers, by Joan Brest Friedberg, June Mullins, and Adelaide Weir Sukiennik (R.R. Bowker). These reference books list stories and films that portray people with a variety of disabilities. Includes descriptions of books and films which are appropriate for a wide range of reading levels.

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Books for Parents and Children to Share Together

We divide our book selections into three age categories. (4-6, 6-8, 8-10). Some children will be able to read several of the books by themselves, but other books might be too difficult. With your children, look through the books at a library, school, or bookstore and decide which ones they can read. The books that are too difficult remain possible choices since you can read them aloud to your children.

Ages 4-6

Tambourine Books publishes a series of colorful board books by Jonathan Allen that illustrate the concepts of size, color, numbers, and opposites. Amusing creatures in the following titles will entertain and educate children:

Big Owl, Little Towel— Sizes
Purple Sock, Pink Sock— Colors
One with a Bun— Numbers
Up the Steps, Down the Slide— Opposites

All by Myself, by Mercer Mayer. Little Critter is learning how to do things for himself. He loves the independence of being able to brush his fur, get dressed, and take care of his younger sister. Children will be able to see some of the things they can try to do for themselves by reading about Critter. Having some independence usually increases self-esteem.

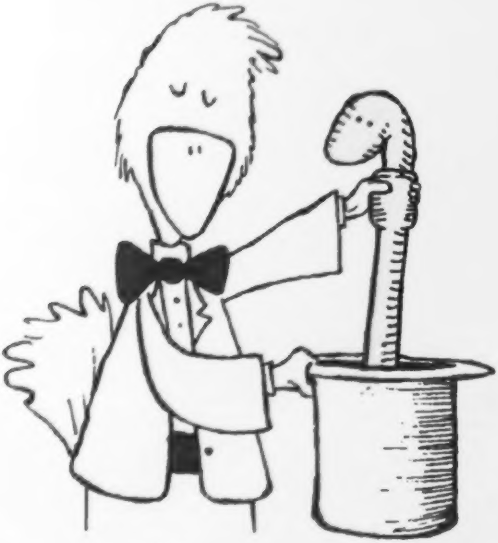
Something Special, by David McPhail (Joy Street). A young raccoon named Sam wants to be able to do something special like everyone else in his family. He tries playing the piano, cooking, carving, knitting, and several other things. After trying all of these different activities, Sam discovers he has a real talent as a painter. Children reading this book will be able to identify with Sam and his search for something to make him special. The story sends the message that different people have different abilities.

Ages 6-8

Russell Is Extra Special: A Book about Autism for Children, by Charles A. Amenta, III. (Magination Press). Brief text and black and white photographs describe the everyday life of a young boy named Russell who is autistic. The author, Russell's father, describes his son's likes, dislikes, habits, and behavior. Includes a brief introduction about autism and a list of resources for parents. Reading this book will help children better understand and be more empathetic with autistic children and their behavior.

He's My Brother, by Joe Lasker. Jamie is a young boy having trouble in school and experiencing frustration with his studies. He has a learning disability. One of his main problems is his difficulty in dealing with a lot of noise. This story helps students with similar problems understand that they are not incapable, and that people have different styles of learning.

Lenore's Big Break, by Susan Pearson (Viking). This amusing tale is about Lenore, a unique person, whom most people consider a nerd. Despite what other people say, Lenore continues to care for her apartment full of birds and helps them practice for their debut as singers, dancers, magicians,



comedians, and musicians. All the hard work pays off, and Lenore and her birds become famous. This is an entertaining story of hope and a reminder that dreams can come true.

A Very Special Friend, by Dorothy Hoffman Levi. Frannie fears she won't be able to communicate with her new next-door neighbor, Laura, who is deaf. Frannie learns to sign and the two girls become good friends. The American Manual Alphabet and nine signs are clearly illustrated at the end of the story. This story shows that even though children are different for a variety of reasons, they can still communicate and be friends.

My Favorite Place, by Susan Sargent and Donna Aaron Wirt. This is a story about a young girl and her family who go to the beach. They enjoy themselves by swimming, lying on the sand, and walking along the beach. At the end of the story, readers discover the girl is blind. Helps children understand what it is like to be blind, and how a blind person might perceive the world.

What Do You Mean I Have a Learning Disability? by Kathleen M. Dwyer (Walker and Company). This book of photographs tells the story of a ten-year-old boy named Jimmy. Because he has trouble with reading, writing, and math he thinks of himself as less than bright. After Jimmy is tested, he is diagnosed as having a learning disability. He learns ways to deal with his disability that improve both his schoolwork and self-esteem

Ages 8-10

The School Survival Guide for Kids with LD (Learning Differences), by Gary Fisher and Rhoda Cummings (Free Spirit Publishing). This edition explains how students can organize their time, set goals, and stick up for themselves. Presents "school tools" for building confidence and improving performance in math, reading, writing, and spelling. Specific chapters deal with handling conflict, staying out of trouble, coping with tests, and receiving help from adults.

Kidstories: Biographies of 20 Young People You'd Like to Know, by Jim Delisle (Free Spirit Publishing). These stories about real children can help other learning disabled kids to understand themselves, their lives, and their feelings. Stories include biographies of Chad Knauer, who has a learning disability, and of Allyson Matt, who is visually impaired. Thought-provoking questions and resources for more information accompany each biographical sketch.

The Rose-Colored Glasses, by Linda Leggett and Linda Andrews. Melanie was in an accident which left her visually impaired. She doesn't want to wear her special rose-colored glasses and withdraws from her classmates. With the help of her friend, Deborah, she talks to her class about her vision. Her teacher also shows a blurry film to help her classmates understand. Presents a personal response to a handicap and children's possible reactions to it.

Learning My Way and I'm a Winner, by Judy Harris Sivenson. Dan has trouble with his school work and feels frustrated and sick. After his family learns how to help him at home and he begins a special program, his schoolwork improves. Includes a glossary, tips for discussion, and activities for parents and children.

Do Bananas Chew Gum? by Jamie Gilson. Sam tries to hide his learning problem from his teacher, parents, and friends. Even though he is a smart sixth grader he cannot read at a sixth-grade level. He tries to cover up by acting silly and clowning around. Then when Alicia figures out his problem and accepts him as her friend, he begins to feel hopeful that his reading skills will improve.

Trouble with Explosives, by Sally Kelley. Polly stutters when she is feeling uncertain or anxious. Even though she is self-conscious about her stuttering, she is able to stand up for her friend against a tyrannical teacher. When Polly goes to a psychologist for help, she learns to better accept herself and her speech.

Magazines

Also ask your librarian for the following magazines:

Cricket

Highlights for Children

Ladybug

Your Big Backyard

Zoobooks

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Read-along Stories

BEST COPY AVAILABLE

Reddy the Geranium

by Elizabeth Ohlrogge Dabbs

Things to do *before* reading the story

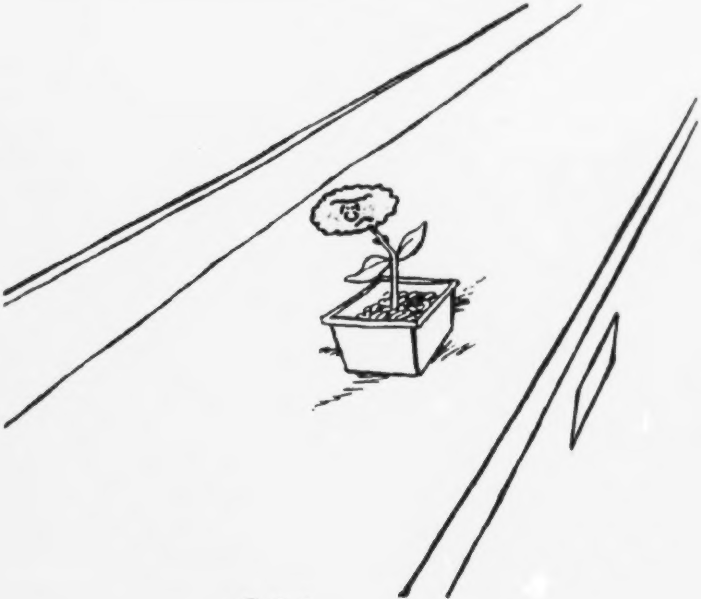
Have you ever seen a geranium? Do you know anyone who grows them? What colors do geraniums come in? What color do you suppose Reddy is?

One spring morning Reddy the Geranium came peeking through the black dirt of the greenhouse. There were rows and rows of other little geraniums, and each day the gardener gave Reddy and all the other little geraniums water. He loosened the dirt so that they could grow and bloom.

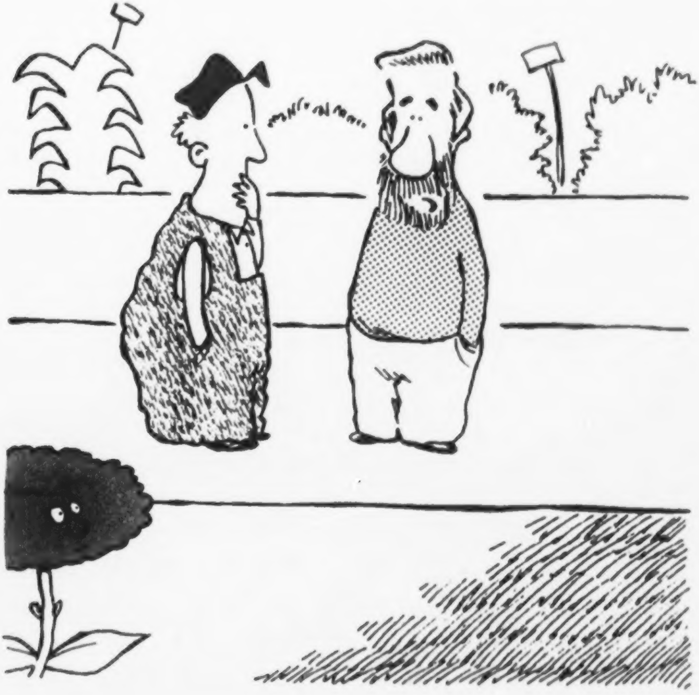
Because all of the little geraniums were friends, as they swayed back and forth, they talked together. They talked about where they would like to be when they bloomed. Reddy, the tall one with the crooked stem said, "I would like to be placed in a shopping mall or a waiting room at a large airport. There I will see many people passing by, boys and girls, men and women, even TV stars."

One day a decorator came to the greenhouse to buy some geraniums. The decorator carried a big brass kettle which he wanted to fill with geraniums for the lobby of a large hotel. Reddy hoped he would be selected because he would get to see many people if he bloomed in the lobby of a hotel.

The man picked the geranium on Reddy's right, but not Reddy. He picked the geranium on the left, but not Reddy. He picked the geranium in front, but not Reddy. Last, he picked the geranium behind Reddy. They were all put into the large brass kettle and Reddy was left all alone. He had not been chosen because he had a crooked stem.



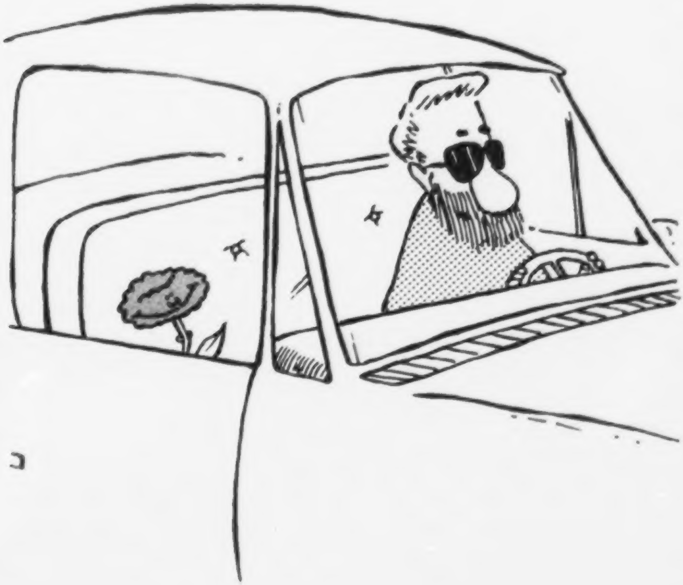
The gardener continued to water Reddy even though his stem was crooked. Then one day a man came to the greenhouse to buy a flower. The man said, "I want just one flower for my son who is ill."



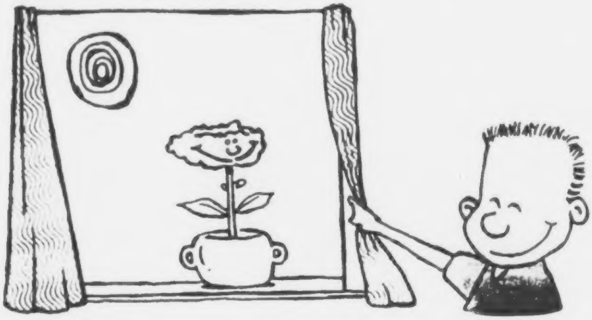
As the man began to look around the greenhouse, the gardener replied, "I have this geranium. It has a crooked stem, but it has a bud. I am sure it will have a pretty bloom." The man had been looking at a pot of purple chrysanthemums, but when the gardener said this, the man walked over to take a look at Reddy.

Then the man said,"I will take the one with the crooked stem."

As the gardener carefully dug the geranium out of the bed, he thought about how happy he was that Reddy had finally found a place to bloom. He smiled as he put the little plant into a clean, rust-colored pot and handed it to the man. The man carefully carried it to his car and then drove home.

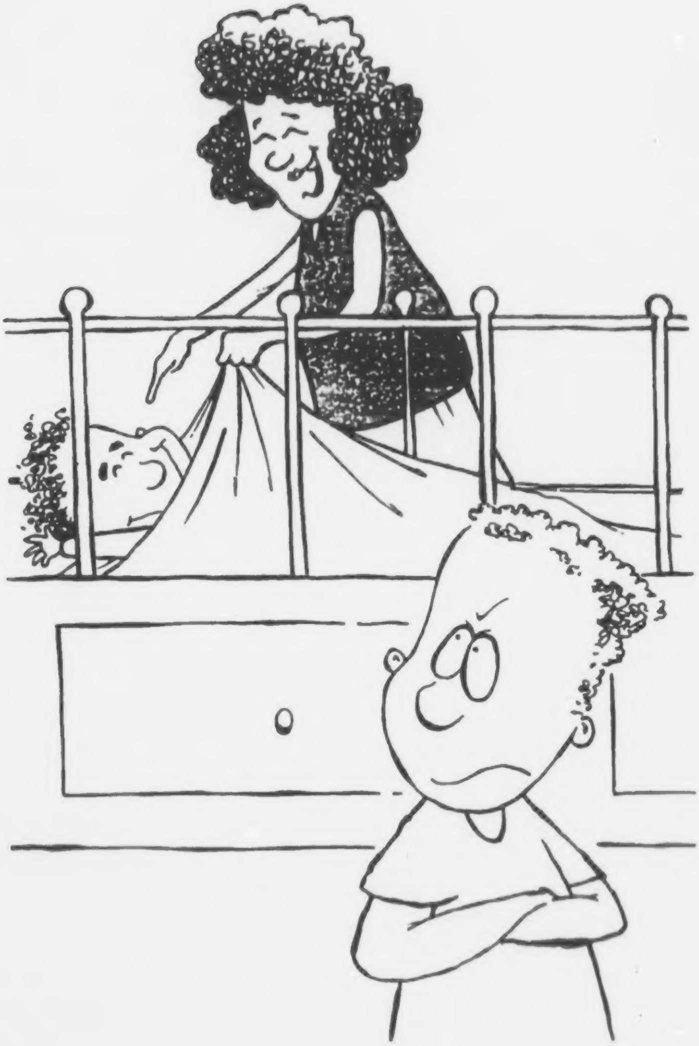


The man's little boy was very happy to receive the geranium. He showed his happiness by taking good care of the little flower. He watered it. He set it in the window to get sunshine. Then a good thing began to happen: Reddy's stem became stronger and straighter. As it did, the little boy grew stronger too.



Things to do *after* reading the story

There was something special about Reddy that made him different from the other little geraniums in the greenhouse: Reddy had grown so tall so fast that his stem had a crook in it. But the little boy loved him anyway. Like Reddy, each of us is special in a way that makes us different from everyone else. Ask your mom or dad, or another grownup, to help you write a list of the things that make you special. When you have finished your list, decorate it with your crayons or markers and stick it on the refrigerator so everyone can see it.



Everything for Scotty

by Joyce Hunt

Things to do *before* reading the story

The boy in this story is jealous of the attention his brother gets. Have you ever felt jealous? Talk about a time when you were jealous.

"It's not fair, Mom. You always have to stay with Scotty!" Jeff pointed angrily to the large crib where his older brother lay.

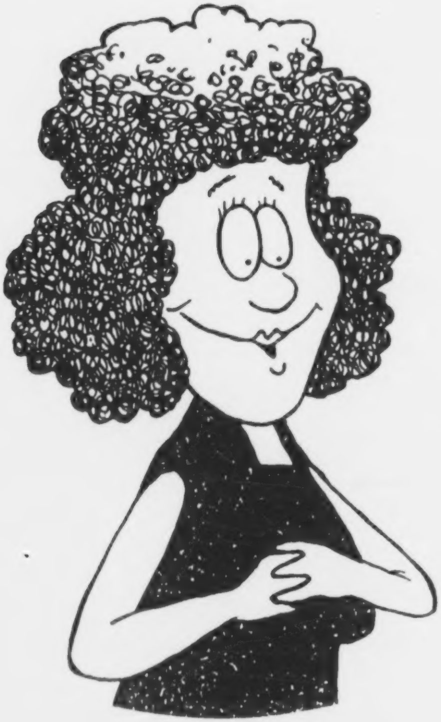
When Scotty was born, the doctors had told his parents that his brain would not develop as well as other children's. He would never be able to run and play. Although Scotty was two years older than Jeff, he hadn't learned to talk much. The main thing Scotty did was lie in his bed and watch Jeff, and occasionally call out "Jevvy!" when he wanted his brother's attention.

"But you promised to go shopping with me," Jeff went on. "I don't know what to get."

"I would if I could," his mother said, trying to sound patient. "But Mrs. Marks just called, and she can't watch Scotty. You know he can't be left alone. He has to be with someone who knows him and knows how to handle him. You'd better get going. Martin's closes at six. Pick out something that will make Scott happy for his birthday."

Jeff turned away so his mother wouldn't see the angry tears that filled his eyes. "It's not fair," he muttered, as he reached into his pocket to make sure the three dollars he'd saved was there.

"I know." His mother's voice was weary. "Scotty's different, and you must try to understand."

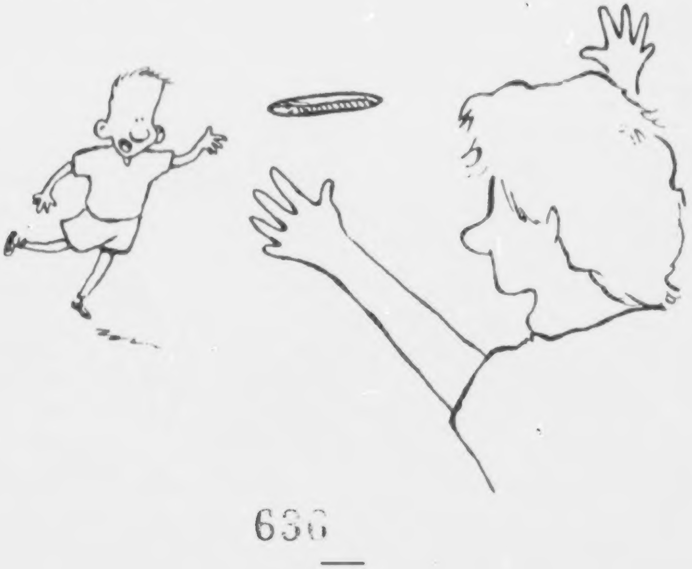


Then her face softened into a smile as it often did when she talked about Scotty. "Scotty's different, but he's also very special in our family. Some day you'll see that."

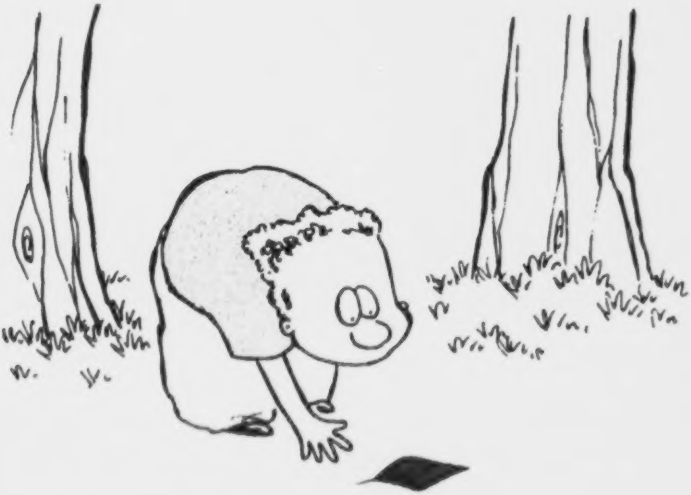
Jeff slammed the door of their new apartment and started down the stairs. Scotty's birthday, Scotty's baby-sitter, Scotty's happiness! Everything for Scotty! Well, he was sorry. There was just no way that he would ever see how Scotty was special. No way!

Outside, the street was busy. How different it was from the country home his family used to have, Jeff thought. He loved the country, and when they had lived there, he'd built up a nature collection. In it were eggs, nests, butterflies, bugs, and a lot of things that reminded Jeff of the outdoors. But he might as well forget the collection now. Just because the best school for children like Scotty was in the city, his family had moved to be near it. Jeff gave a small stone a hard kick. Again, everything for Scotty!

A few houses away Patrick and Mike Duffy threw a Frisbee back and forth to each other. Watching them, Jeff felt his tears return. Why couldn't he have a brother who could play Frisbee, he wondered as he crossed the street and started through the park.



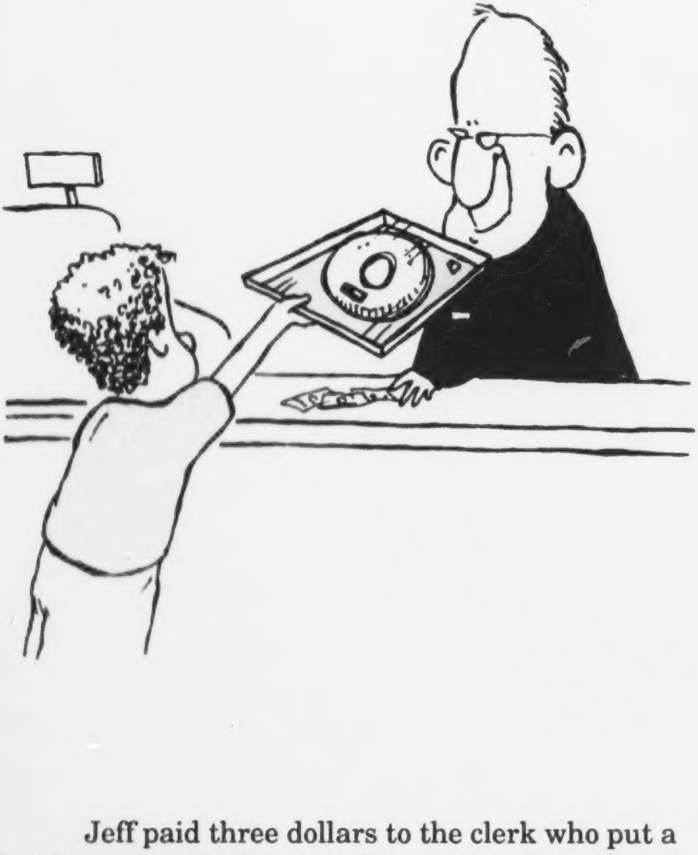
The park was Jeff's favorite place in the city. It reminded him of the country, and as he walked through he kept his eyes downcast, alert for anything he might find to add to his nature collection. Suddenly a flash of red caught his eye.



Bending down, he picked up a feather. It was such a brilliant red it seemed to glow. Jeff guessed it had come from a cardinal. It would be the perfect addition to his collection. Carefully he wrapped it in a clean tissue he had in his pocket. Then he hurried to Martin's.

Once there, he made his way quickly to the toy department. It was filled with all sorts of exciting things, games Scotty would never be able to play, books he would never read, and balls he would never get outside to throw.

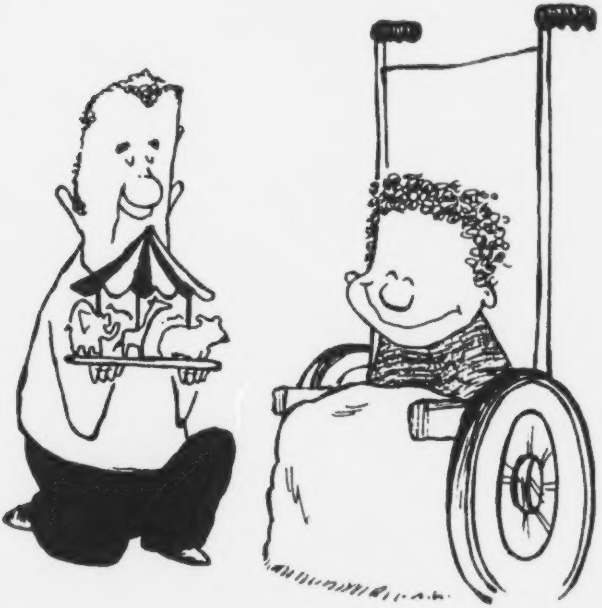
Then Jeff spotted the Frisbees. There were dozens of them in wild, bright colors, and with the three dollars he had, Jeff could just buy one. Scotty couldn't use a Frisbee, but so what? He could let Jeff play with it.



Jeff paid three dollars to the clerk who put a bright orange Frisbee, just like the one Patrick and Mike had been playing with, into a bag for him. Jeff started home.

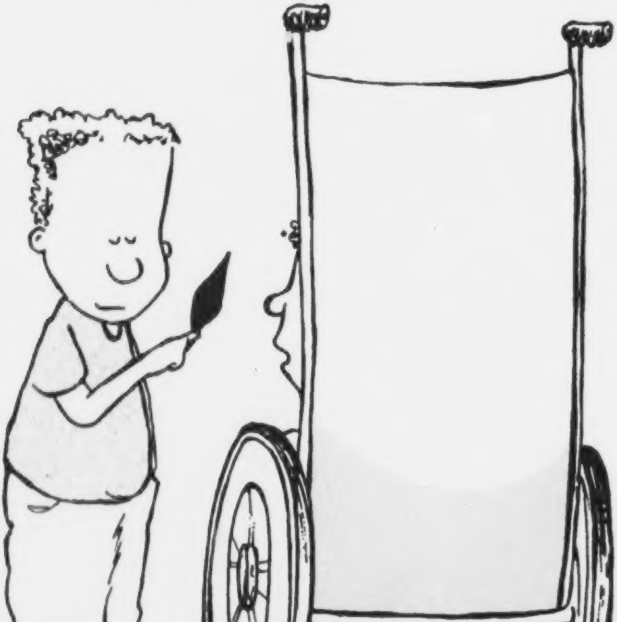
But as he left the store, he began to wonder about what he'd done. Deep down Jeff felt ashamed. But there was nothing he could do now. He turned and walked slowly through the park.

His father had bought a cake for Scotty and everyone sang "Happy Birthday" while his father helped Scotty cut it.Then it was time for the presents. Scotty was sitting up now, strapped into his wheelchair. His mother had gotten him a new pair of pajamas. She held them up to make sure they fit, while his dad showed his gift, a music box with zoo animals that went around as the song played.



Then it was Jeff's turn. Hesitantly he held forth his present. Not the Frisbee, which was still in its bag under his bed, but a small gift, carefully wrapped in tissue.

"Open it for him," said his mother. Jeff tore away at the paper as his parents looked on curiously. Out fell the brilliant red cardinal feather. Jeff held it out for Scotty to see.



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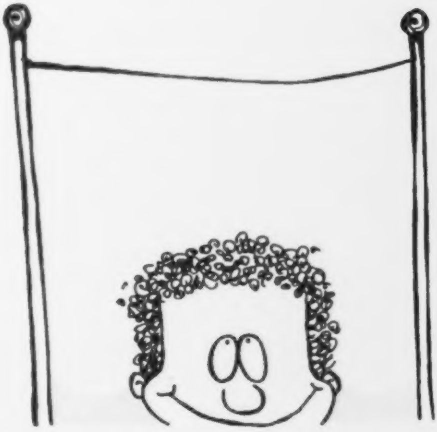
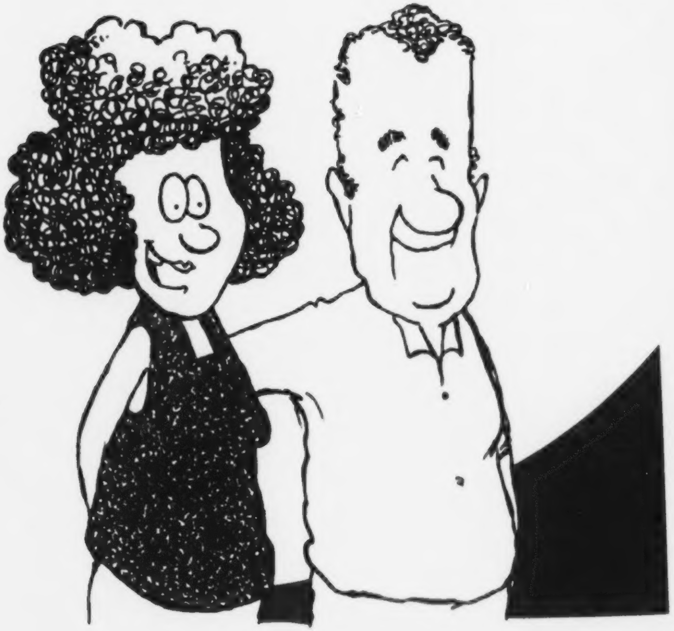
"Jevvy!" cried Scotty. He reached a clumsy hand toward it. Jeff took the soft feather and ran it along Scotty's hand. Then he ran it along his face, under his nose, around his eyes. "Jevvy! Jevvy!" Scotty giggled in delight. Then Jeff threw the feather up into the air just over Scotty's head. He watched as it slowly swooped down, gently floating like a tiny cloud until it landed on Scotty's lap. Scotty's eyes filled with wonder. "Jevvy!" He was laughing out loud. "Jevvy!"

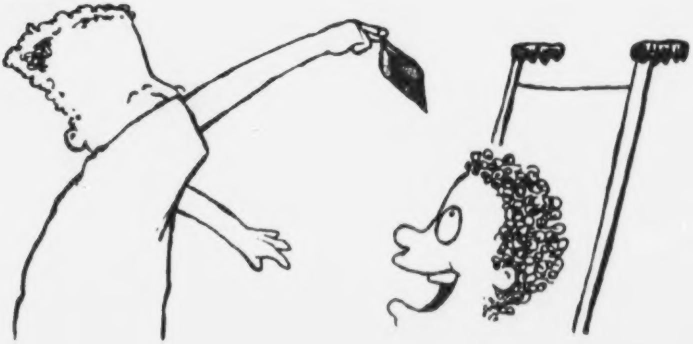




When Jeff turned to look at his parents, his father was grinning. His mother said, "Looks like your gift is the hit of the party. I've never seen Scotty so excited."

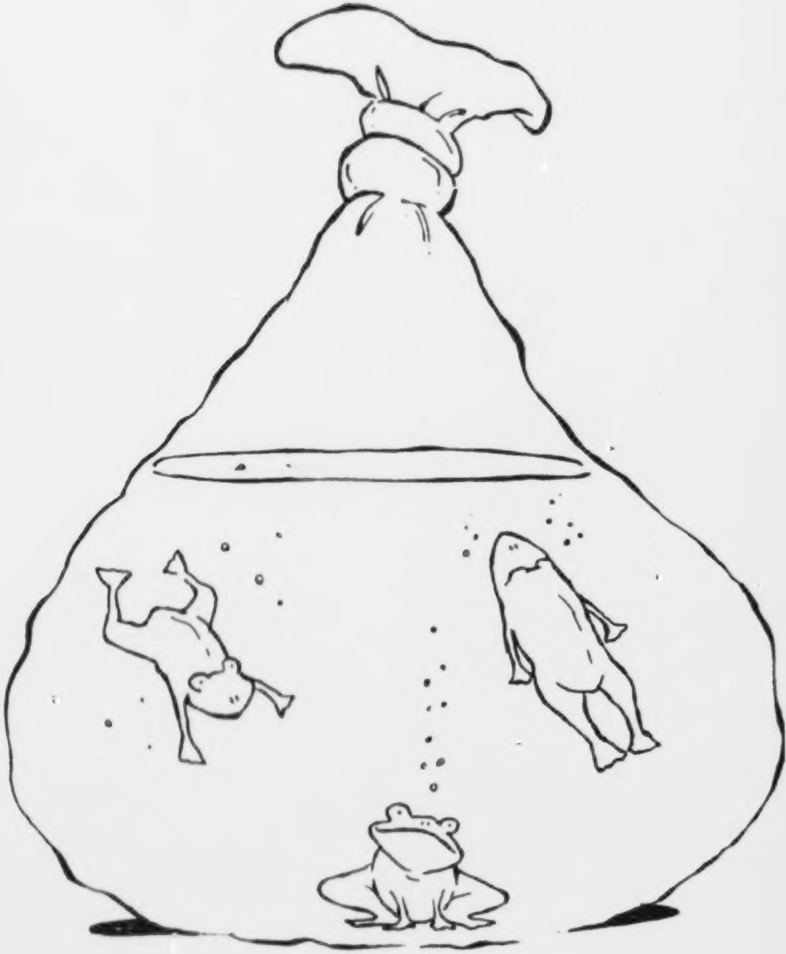
The happy smile he saw on his brother's face gave Jeff a warm feeling. He remembered Patrick and Mike. Would either of them get so excited over a feather? He knew they never would, and although he didn't completely understand, he had an idea that this was what made Scotty such a very special brother.

"I'll watch Scotty while you clean up," he said to his parents. He took the feather and held it high over his brother's head. And the feather floated down—more gracefully than a Frisbee would.



Things to do *after* reading the story

Jeff recognizes that his brother is different from other people, but he also realizes that Scottie is very special. How are the people in your family different from one another? Use your crayons or markers to draw a picture of everyone in your family. As you draw your picture, make sure you show what makes each person in your family special to you. If you like the special way your dad smiles at you when you do something to make him happy, draw your dad with a big smile on his face. After you have drawn your picture and colored it in, share it with the rest of your family.



Frogs on the Loose!

by Julia Taylor Ebel

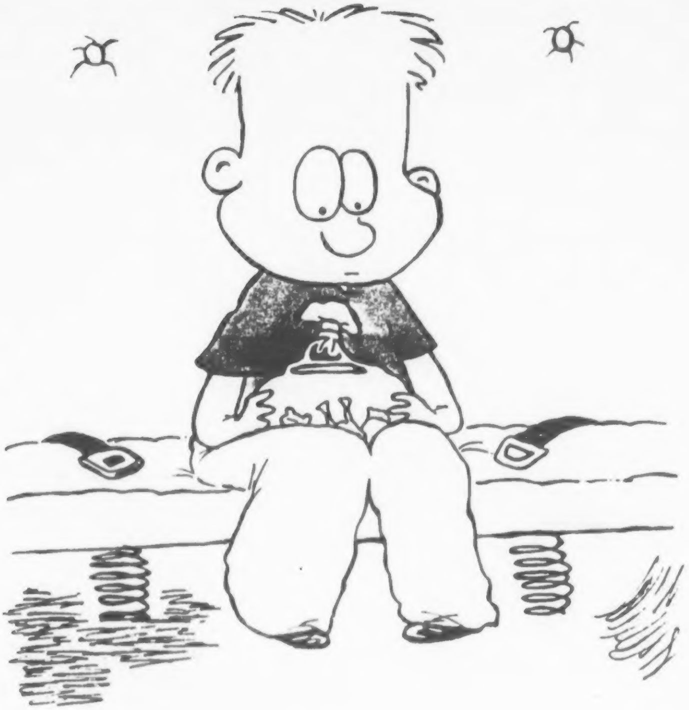
Things to do *before* reading the story

This story is about a boy who wants to have frogs as pets. What kinds of animals do people usually keep as pets? If you could have any animal in the world come live with you as your friend and pet, what animal would you choose and why?

I'll never do that again, not if I live to be 100 years old.

For a while I'd been wanting little frogs, the kind you put in your aquarium. I'd saved my allowance, and Mom took me to the pet store to buy my frogs—three of them. The clerk put them in a plastic bag filled with water and tied the top like a balloon.

We were driving home when Mom said she needed to pick up a few things at the grocery store. I knew better than to think that a grocery stop could be quick. A "few things" always turn into a half-full cart.



"What about my frogs?" I asked. "I'd better take them in with me," I said as I picked them up.

"Oh, we shouldn't do that, Tyler," Mom protested. "Something might happen to them."

"I'll hold them," I said, clutching my bag of frogs. "They'll be fried in the car! Please?"

For once I won. I could feel a proud grin slip across my face as we walked through the parking lot.

Mom pulled a cart from the row by the entrance.

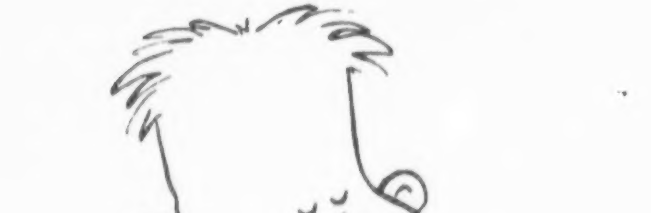
"May I drive?" I asked.

"But what about your frogs?" Mom said.

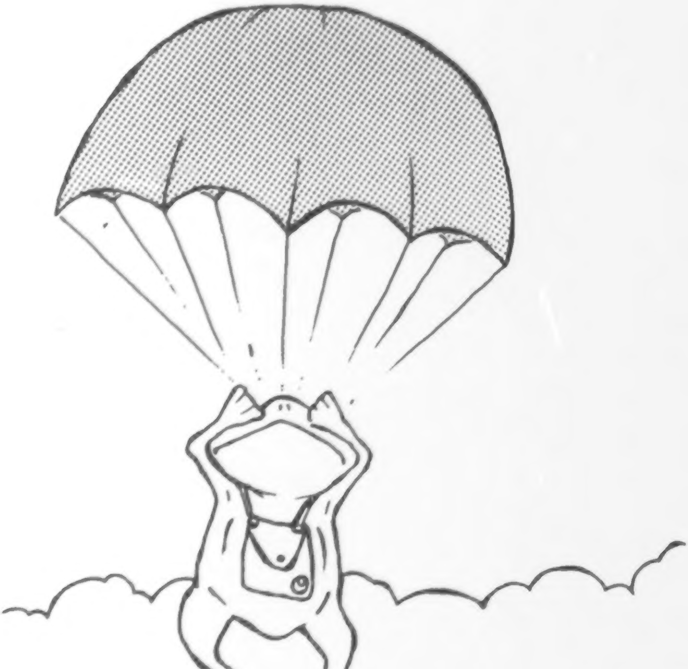
I put them in the cart seat. They fit fine.

Mom shook her head to say she didn't totally approve.

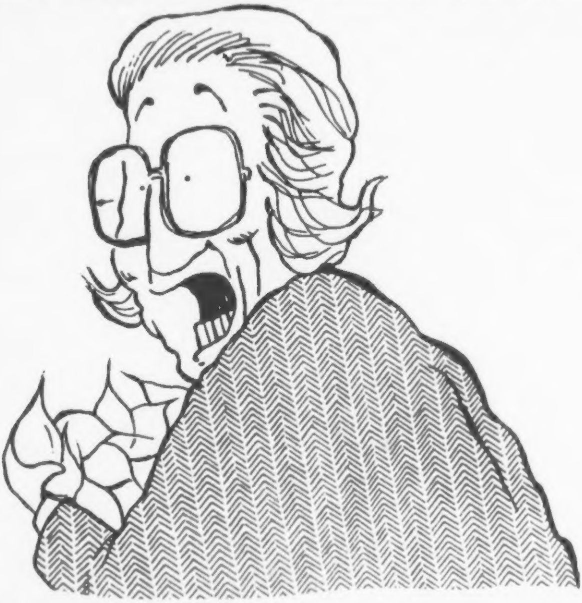
"They'll be okay," I said and began pushing.



At the green beans counter, Mom sifted through the pile to find a bagful that suited her. This would take a while—it always does—so I propped my elbows on the cart handle and watched my frogs. They'd kick and stretch and then glide through the water. Then they'd stop, not moving a single tiny muscle. Very slowly they'd fall with their legs stretched out until they rested on the bottom of the bag. Each frog looked like a little parachutist free-falling through the air before he pulled the rip cord.



We eased up the aisle. As Mom picked out the perfect broccoli bunch, I noticed a lady with soft, silver-gray hair standing at the turnip counter. She had started toward her shopping cart with her hands full of turnips when she glanced across at our cart. She almost passed us but suddenly stopped and looked back at my frogs. Her mouth dropped open, and she turned around to look back down the aisle. Maybe she was looking for the frog department. I tried hard not to laugh out loud. I don't think I did, at least not until she turned the corner at the end of the aisle. I could imagine the turnip lady asking everyone about the frog department. The whole store might be laughing soon.

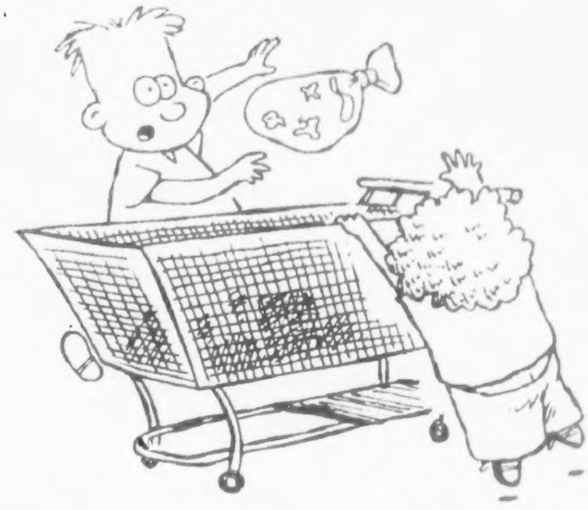


Except for a few strange sideways glances, everything went fine until we got to the cereal aisle. That's where we met a little curly-haired kid.

"Whatcha got?" he asked.

"Frogs," I said.

"I wanna see," he said stretching on tiptoes as he held tightly to the side of the cart.



I grabbed hold of the cart firmly just as it started to tip toward him. His pudgy little hand suddenly grabbed at the bag.

"Wait!" I yelled and grabbed for the bag myself. He got to it first, but somehow I managed to end up holding the frogs.

He reached up again. "I wanna see," he repeated.

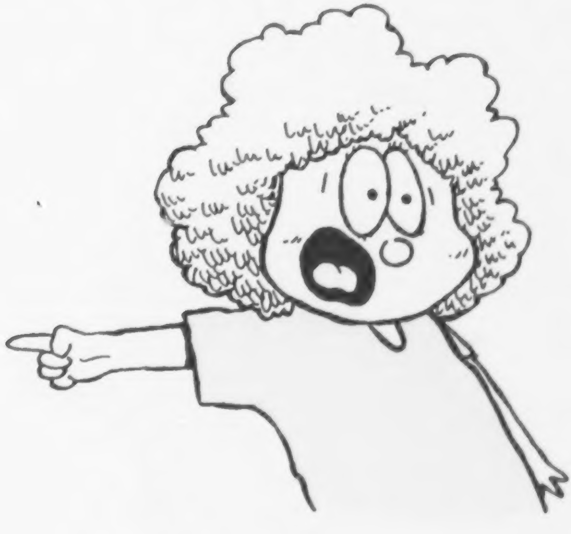
This kid was determined, and I didn't want a fight. Where was his mother anyway? Like mine, she was probably busy reading all the labels.

"Let me hold them. I'll let you look," I said, holding the bag tightly. I lowered it carefully, and said again, "Just look!"

He started to reach up with a pointed finger when someone called from the end of the aisle.

"Jamie, what are you doing? I told you to stay with me."

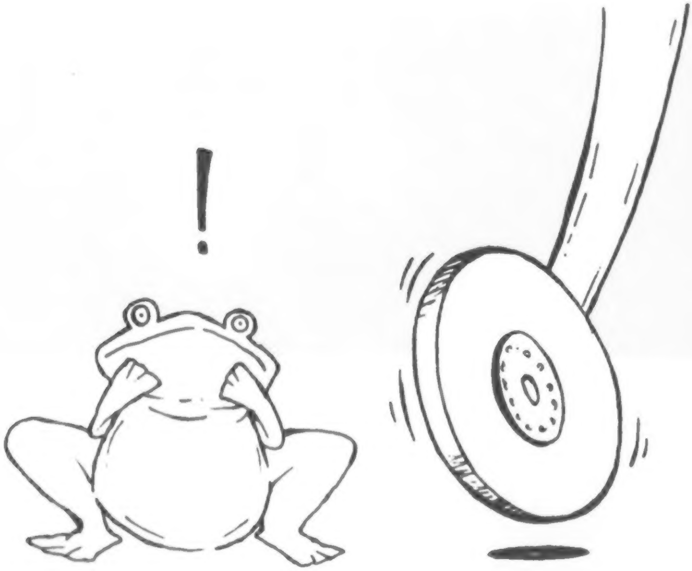
"He's got frogs, Mommy," the little boy said, pointing to my bag.



"Come on, Jamie. We need to go," she said, and he toddled toward her.

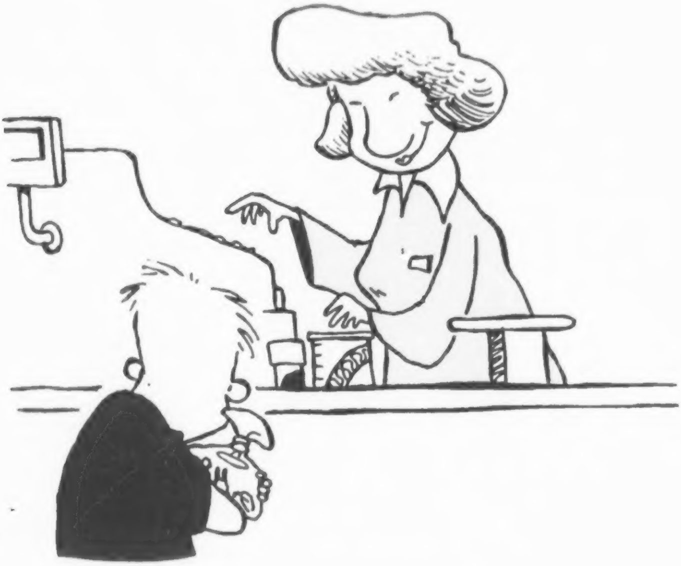
"But, Mommy, he's got frogs. Wanna see?" the little boy said, tugging her arm. His mother just led him away, shaking her head.

I took a deep breath, and then I realized I was scared. What if he had dropped the bag or poked a hole in it? One tiny poke and my frogs would be hopping around the aisles between shoppers' feet and cart wheels. What if someone saw them and squealed? Worse yet, what if someone didn't see them? My frogs were pretty small. I carefully set them back in the cart seat.



Mom smiled at me as she placed three boxes of cereal in the cart. "Looks as if you and the frogs are getting along all right," she said.

"Yeah," I muttered and nodded as I pushed the cart on. Maybe I'd tell her later about what she'd missed.

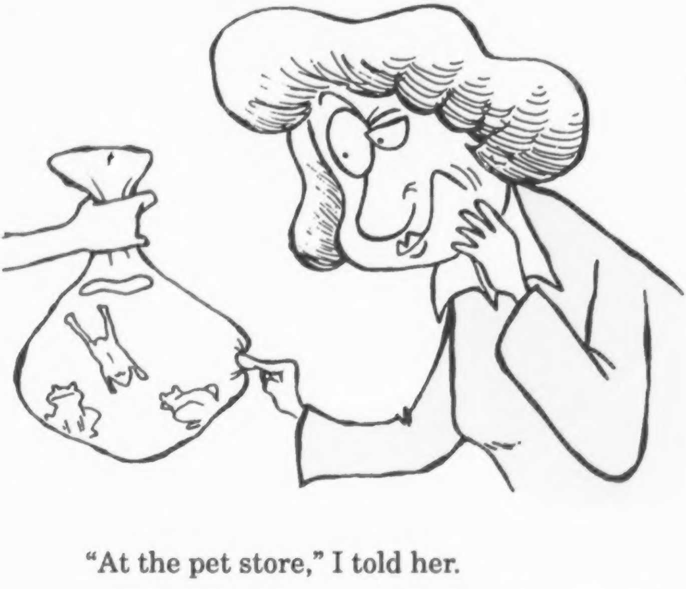


At last we took a place in the check-out line, where the cashier smiled and said hello. She began sorting through our groceries and punching the keys on her register to record the prices. I picked up my frogs from the cart seat and moved toward the end of the check-out counter.

"I need to get a price on that before you take it, son," the lady said.

"Oh, no," I said. "These are my frogs." I held them up so she'd believe me.

"Frogs?" she said. Her face wrinkled as she leaned slightly toward them for a closer look. "Where'd you get them?"



"At the pet store," I told her.

"Oh. I didn't think we sold frogs," she said, shaking her head. Then she started searching through a printed list of items and prices.

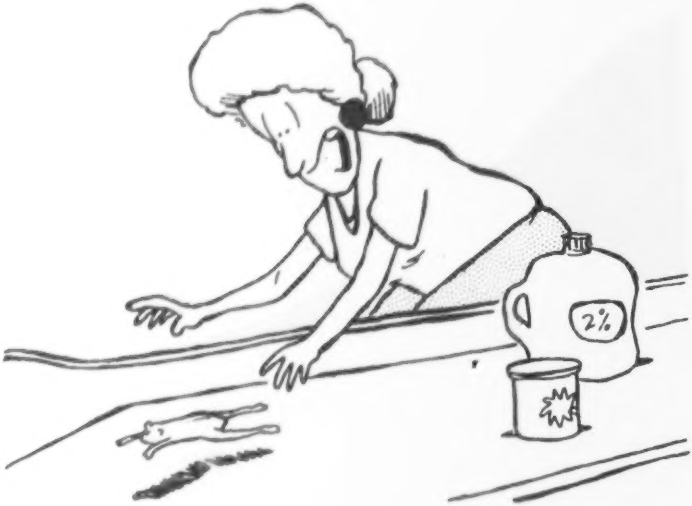
A bag boy arrived on the scene and began packing our groceries in bags. The check-out lady turned to him and asked, "We don't sell frogs, do we?"

With a look of surprise on his face the bag boy abruptly turned toward her and answered, "No, ma'am. I don't . . ."

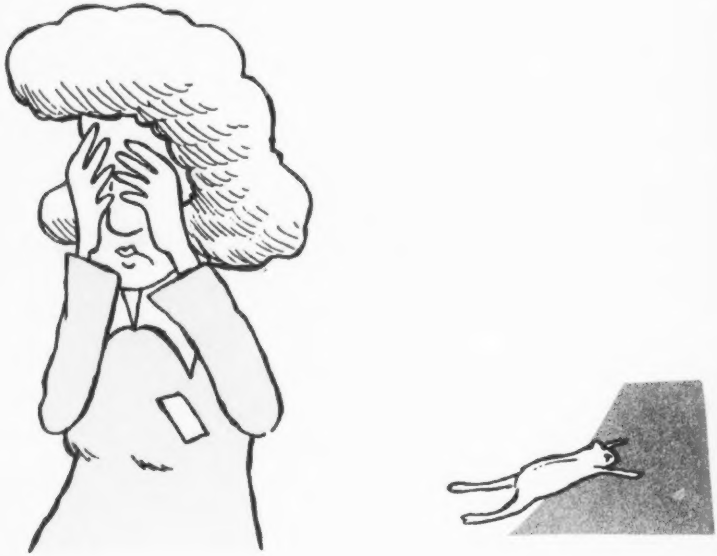
In his sudden move, he bumped my arm. Before I knew what was happening, the bag split open, and water trickled out in all directions. Two frogs landed near my feet.

"My frogs!" I shrieked and dropped to the floor to catch them.

"Oh, no!" Mom cried, pouncing on one on the check-out counter.



"I'm sorry," the bag boy said, looking down helplessly for a moment before getting into the act.



The check-out lady just stood there in silence with her hands over her face. In fact, a whole crowd of shoppers had gathered to see what was causing the disturbance.

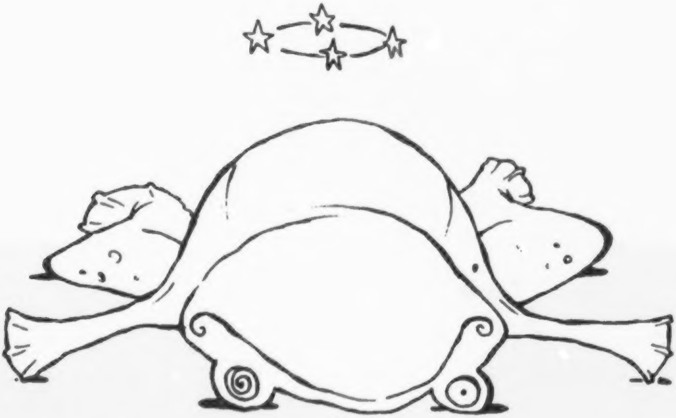
"Frogs on the loose!" someone yelled.

"Frogs, Mommy. See," I heard in the background. It was Jamie, the little curly-haired kid.

Not only could my frogs swim, they could hop. I'd lower my cupped hands over one, but he kept hopping away before I could reach him.

A lady walked into the store at the very moment that a frog hopped toward the automatic door. With a plop the frog landed on top of the lady's foot. She froze but then slowly lowered her eyes to her feet. When she saw the little frog, she gave her foot a quick shake and gasped before running back outside.

The little frog landed upside down with his tiny feet sprawling in all directions. I dashed over and grabbed the stunned frog before he found the open door.



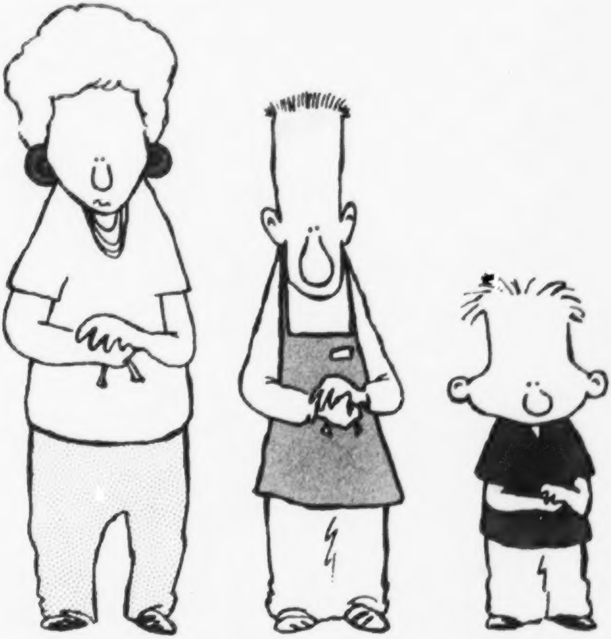
Mom and the bag boy were both still chasing the other frogs. I felt responsible.

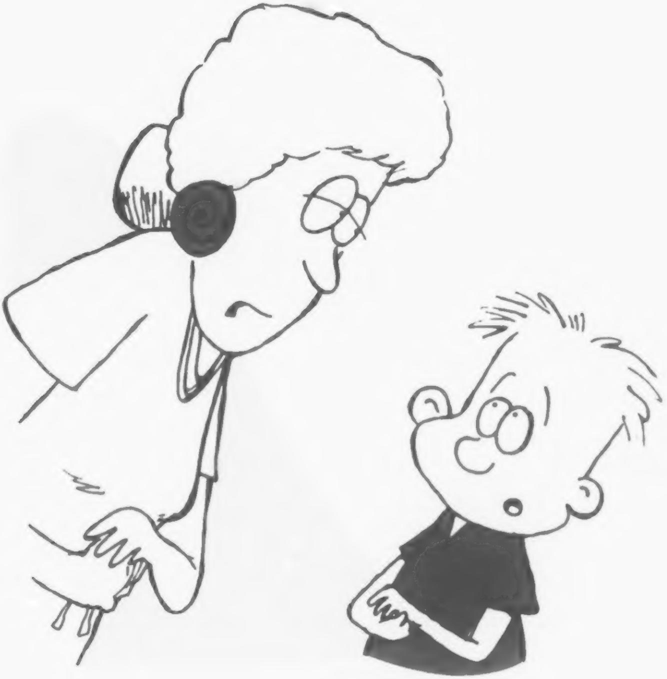
"Here, Mom," I said and handed her the frog I'd caught. "Don't let him go."

I don't think Mom would have let go of that frog for anything. She just stood there with her hands together tightly as I caught another frog.

From the next register, I heard a shriek, and the bag boy called, "I got him." I looked up to see the girl who worked at that check-out line sitting on the counter with her feet dangling.

There we were—Mom, the bag boy, and me—each holding a frog.





"Now what, Tyler?" Mom asked, looking at me as if I might know what to do.

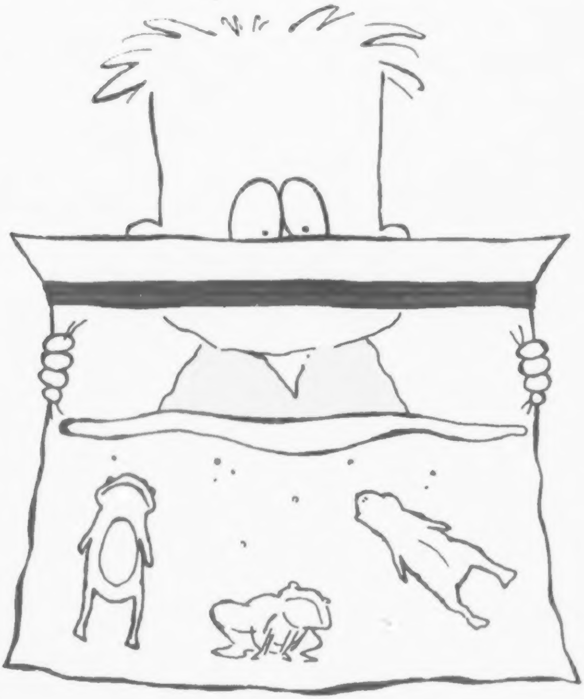
"We need something to carry them in, like another plastic bag," I said.

The bag boy carefully handed me his frog. Then he went to get a box of zip bags. He pulled a bag from the box and disappeared to the back of the store for what seemed like a long time. The crowd was beginning to move on as he returned with the bag partly filled with water.

"Here you go," he said, holding out the bag as Mom and I dropped our frogs in. He zipped it closed.

"Thanks," I said. He smiled and winked as I took the bag. I held the top closed tightly. I wasn't sure how many surprises my frogs could stand, and I didn't want to take any more chances.

The check-out lady, who wasn't smiling now, quickly finished her job. Mom paid her for the groceries and the box of plastic bags, and we were on our way at last.



As Mom and I walked across the parking lot with our groceries and frogs, I looked up at her with a teasing smile. "Do we have to stop anywhere else?" I asked.

"I think it's time to go home," she said.

I agreed.

Things to do *after* reading the story

Tyler and his little pets sure did create a big emergency in the grocery store. Now that you have read this story, write your own story about going to the grocery store with Mom or Dad. Can you think of a fun adventure that could happen there? If you need help writing your story down, ask an older person to write the story as you tell it. When you are finished, use your crayons or markers to draw pictures of what happens on your trip to the supermarket.

We hope you have had fun with these stories!

Books of Special Interest to Parents

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten.

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities.

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening.

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents who want to encourage their children to read. Offers several practical activities for parents.

Creating Readers and Writers, by Susan Mandel Glazer. Suggests parents (1) encourage the use of language, (2) build positive attitudes toward reading, writing, and speaking, and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups.

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve a wide range of adolescents' needs.

Your Child's Vision Is Important, by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties.

Encouraging Your Junior High Student to Read, by John L. Shefelbine. Discusses why reading for pleasure is important. Suggests how to find time for reading, gather a variety of reading materials, and help a child who has difficulty reading.

Cost per booklet is $1.75

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International Reading Association

101 Ideas to Help Your Child Learn to Read and Write
by Mary and Richard Behm

Offers 101 practical suggestions for parents to help their children develop reading and writing skills in the home environment. Ideas include bedtime activities, using television, travel, games, and many other ways to incorporate literacy into the home.

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Submissions Policy for Stories and Articles for Parents and Children Together

Stories for Children and Parents:

1. Make the story fun for children—your primary audience. The adult reading along will enjoy the story if the child does.
2. Make sure that your story is acceptable to parents. We do not want parents to reject the story because it is inappropriate for their children. Writing a story that is interesting to children and at the same time pleasing to parents is a big challenge.
3. Your story should be no longer than eight double-spaced pages with one-inch margins.
4. Correct grammar and syntax are important. For the most part, we choose to model correct standard English.
5. Be careful about the vocabulary you use in your story. Rule out really long and difficult-to-pronounce words.
6. Make your stories gender inclusive. Do not use sexist terminology or ideas. Our stories must be interesting to both boys and girls.
7. You may illustrate your own story, but the illustrations must be line drawings in pen and ink only. The drawings must be able to be scanned, so too much detail will not work.
8. Stories that have action and dialogue work well for the audio portion of the magazine.

Articles for Parents:

1. Articles should contain practical information and helpful strategies. Anecdotes and other experiences modeling useful learning methods are particularly desirable.
2. Your article should be no longer than four double-spaced pages with one-inch margins.

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